

DEPARTMENT OF EDUCATION  
BOX 500  
TOWNSHIP, NJ 08625-0500

## APPLICATION CONTROL CENTER

*The original application and four copies were received by the Application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.*

RFP# 11 5908 B12

AGENCY NAME: Newark Public Schools

*[Handwritten Signature]*  
ACC Signature

*[Handwritten Signature]*  
Delivery Agent Signature

Date/Time

2011 APR 26 P 3: 39

NJ STATE  
DEPT. OF EDUCATION  
MAIL CENTER

R 4/28

5095

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION  
TITLE PAGE - \*\*SCHOOL APPLICATION\*\*

SECTION I:

NGO#: #: 11-SG03-H02 Title: School Improvement Grant

SECTION II, PART A:

George Washington Carver Elementary School

Internal use  
only

School Code Type Region Sequence

School Name

333 Clinton Place

Dr. Winston Jackson

(973) 705-3800

School Address

School Principal Name

Phone #

Newark, NJ 07112

School City, State, Zip

K-8

School Program Director Name

Grade Span of School

School Program Director Telephone

School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$2,000,000 Year 2 \$1,977,842 Year 3 \$1,863,477

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Deborah Terrell

4/26/11

Certification of Chief School Administrator

Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools district (county code 13, District Code 3570, School Code 435).

Deborah Terrell

Interim State District Superintendent

4/26/11

Signature of Chief School Administrator

Title

Date

Business Manager: Valerie Wilson

Phone: (973) 733-8467

Fax: (973) 733-7161

**Form S-2**

**SCHOOL STATEMENT OF ASSURANCES**

**On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:**

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Newark Public Schools  
Applicant LEA

  
Signature: *Chief School Administrator*

George Washington Carver Elementary School  
Applicant School

4/26/2011  
Date

**Form S-3**

**Documentation of Federal Compliance (DUNS/CCR) Form**

Note: this form must be completed and returned by the applicant school prior to any award being made.

**Part I – Applicant Organization**

Organizational Name of Applicant DBA-George Washington Carver Elementary School  
Address 333 Clinton Place, Newark, NJ 07112  
DUNS number 37005047  
Expiration Date of CCR registration 2/18/2012  
Congressional District NJ-10

**Part II – Primary Place of Performance under this award**

City Newark  
County Essex

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov), and shall maintain a current registration throughout the grant period.*

*Deborah Terrell*  
Signature of Chief School Administrator

Deborah Terrell, Interim State District Superintendent  
Name and Title

**Form S-4**

Date: April 26, 2011

Page 1 of 4

**PROJECT ABSTRACT**

**LEA:** Newark Public Schools

**Name of School:** George Washington Carver Elementary

<p><b>Mission</b></p>	<p>We will provide effective teaching that results in significant learning and high levels of student achievement in a safe and caring and supportive environment where mutual respect exists between children and adults. We will cultivate intelligent morally conscious and socially responsible children and adults who make positive contributions to our community.</p>
<p><b>Vision</b></p>	<p>The vision for our school is captured in our school pledge which describes the kind of student we hope to produce:</p> <p align="center">                     I believe in myself                      and my ability                      to do my best at all times.                      I am a scholar.                      I value education.                      I will obey the school rules.                      I will be trustworthy and respectful.                      I will be responsible, fair and caring.                      I will be a good citizen.                      I know I can                      be what I want to be.                      If I work hard at it,                      I'll be where I want to be.                      Picture Me Tomorrow,                      healthy, happy and successful!                 </p>
<p><b>Project Implementation Summary</b></p>	<p><b>Needs Analysis</b>                      The CAPA study, Newark internal reviews and the Cambridge School Quality review all indicate that students' achievement in LAL and math, at George Washington Carver Elementary School, have been unsatisfactory for a number of years. These reports identified a number of root causes across LAL and math but the common factors were insufficient: rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms and differentiated instruction. The reports also identified that the teachers have not had access to relevant professional development which was focused on the specific needs of staff at George Washington Carver Elementary School.</p> <p><b>Leadership</b>                      The principal at George Washington Carver Elementary School will be replaced according to the SIG application requirements. The new principal will be given a mandate to promote dramatic and immediate change in the school. He will be given</p>

autonomy in many respects and will be fully supported by the LEA to bring about this goal.

**Aim and Staffing**

The focus of this Turnaround Project is to produce rapid significant change which ensures the achievement and success of all students. In order to enable the principal to implement the required changes, 50% of staff at the school will be replaced. This will ensure that all staff at the school can work effectively within the turnaround environment to meet the needs of all students. The LEA has also identified a range of new staff posts, which will enable the principal to establish a School Leadership Team (SLT) which has the skills and competencies required to provide the key strategic leadership and management of the turnaround project.

The school will also seek to appoint an external Lead Turnaround Partner (LTP) with the necessary knowledge, skills, experience and expertise to provide technical assistance and day to day support, including the high quality job-embedded professional development, which will be required to transform George Washington Carver Elementary School.

In order for the principal to be able to transform the school, there also has to be a strategic operational change of role for the principal from the **managerial leader** to the **instructional leader**. In this role, the principal and the school leadership team will focus on student learning and the quality of teaching and learning. This will require agreeing and implementing, with fidelity, a coherent program of professional development and a teacher evaluation program, which includes evaluating and providing reflective feedback to all teachers at least four times a year. Both the PD and teacher evaluation program will be designed to **Empower Effective Teachers**.

Therefore, George Washington Carver School needs the autonomy and flexibility to modify the staffing structures, enabling them to create a series of key operational positions, all of which are designed to assist the principal in appropriately delegating specific management tasks to other staff. These posts will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. These positions will include, but not be limited to:

1. **School Operations Manager** – George Washington Carver School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002 this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There is a variety of SAM models but in order to transform George Washington Carver School we advocate the creation of a new operational position.
2. **Student Achievement Data Specialist** - The Student Achievement Data Specialist will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The SADS will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement beyond what

is otherwise possible.

### **Lead Turnaround Partner and Outside Providers**

In addition to the above internal positions, the school will also seek, through a series of RFPs, to engage a Lead Turnaround Partner (LTP) and other key outside providers. The LTP will work in partnership with the school and the Newark Public Schools' Office of Innovation and Change, and use research-based strategies that provide an immediate and dramatic turnaround in student achievement. The LTP will have all the necessary staff, knowledge, skills, experience and expertise to provide technical assistance and day to day support, including the high quality job-embedded professional development which will be required to transform George Washington Carver School. The LTP will also coordinate the work of other outside providers to ensure that all the interventions are fully aligned with the George Washington Carver Turnaround plan.

### **Extended Learning Time**

The other main area of operational flexibility which the school will utilize is in relation to the school calendar. Carver is proposing to adopt a range of measures to extend the learning time:

1. The School Day will begin at 8:20 AM and go until 4:30 PM – an additional 1.5 hr. This measure will generate an additional 262.5 hours of learning time across the year (175 days)  
*Because of the neighborhood served by the school extending the school day beyond 4:30 for all students is not viewed as safe, by the majority of stakeholders.*
2. Extended school year to be implemented during August of the 2012 school year
3. Teachers will return one week early in August, 2011, for professional development for a summer institute.

### **Curriculum**

The school will implement proven strategies, drawn from best practice research around the world, to ensure that all students have access to a curriculum which meets the requirements of the 21<sup>st</sup> Century. In order to ensure that the curriculum is relevant and appropriate, the school, with support from the LEA and the LTP, will review and revise the current curriculum. They will retire any programs which are not working and implement new strategies which prepare all students for college, the world of work and citizenship in the 21<sup>st</sup> Century.

The SLT will also continue to reform the overall culture of the school. The intention is to create a school community in which everyone is an active participant and a life-long learner. Key components of this part of the turnaround initiative will be the introduction of school-wide Positive Behavior Interventions and Supports (PBIS) This will encompass all aspects of the individual's life, including school, family, home and social life. It is not designed to be a "quick fix" to a behavior problem, but rather, a long-term, multi-dimensional support system. In addition the school will implement a school beautification program to build school pride and discourage vandalism of the building.

The school will also seek to develop Career Academies which will supplement the traditional 'specialist subjects,' by providing students with access to a range of Career and Technical Education programs which are designed to make the curriculum more

relevant to the needs of the individual students.

The school will build on its “Picture Me Tomorrow” program, a program that allows students to project themselves into their future careers. The school counselor will assume a pivotal role in this program.

In order for this Turnaround Project to be successful, the school also recognizes that it needs to transform its relationship with the local community, such that the environment becomes one of a school in the community and a community in the school. To this end, the principal and LTP will work in conjunction with the whole staff and the local community to develop an extensive program of community-oriented activities. As these gain traction, it is envisaged that they will be used to develop wraparound services and supports for students and the local community.

All the above are key components, any one of which would enable the school to move forward. However, collectively they represent a holistic turnaround program which will enable George Washington Carver Elementary School to transform the lives of all stakeholders, including the students and the community which it serves.

**Reporting Metrics – Form S5**

**Attachments M1, M2**

**DRAFT**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

**Form S-5**

Date: April 26, 2011

**REPORTING METRICS**

LEA : Newark Public Schools		Name of School: George Washington Carver	
		2010-2011 Data	
School Data		Metric	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )		Turnaround	
AYP status		8	
Which AYP targets the school met and missed		Met participation target; made SH in Math; did not make AYP in LAL, Math;	
School improvement status		Restructuring -3	
Number of minutes within the school year		70,300	
Student Outcome/Academic Outcome Data			
Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Partially Proficient, Proficient, Advanced), by grade and by student subgroup		Please see Att M1	
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup		Please see Att M2	
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup		Please see Att M2	
Percentage of limited English proficient students who attain English language proficiency		N/A	
Graduation rate		N/A	
Dropout rate		N/A	
Student attendance rate		91.9%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes		N/A	
College enrollment rates		N/A	
Student Connection and School Climate			
Discipline incidents		8%	
Truants		N=4	
Talent			
Distribution of teachers by performance level on LEA’s teacher evaluation system		D=3%; P=92%; U=5%	
Teacher attendance rate		93.4%	

**GEORGE WASHINGTON CARVER SCHOOL – REPORTING METRICS, FORM S-5**

**ATTACHMENT M1**

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language

Arts and Mathematics – By Grade and By Student Subgroup

**LANGUAGE ARTS LITERACY**

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	58	60.3%	39.7%	0%	69	78.3%	20.3%	1.4%	67	73.1%	26.9%	0%
Male	36	61.1%	38.9%	0%	38	78.9%	21.1%	0%	38	86.8%	13.2%	0%
Female	25	64%	36%	0%	40	82.5%	15%	2.5%	37	64.9%	35.1%	0%
Black	56	64.3%	35.7%	0%	74	79.7%	18.9%	1.4%	73	75.3%	24.7%	0%
Econ Disadv.	55	61.8%	38.2%	0%	70	82.9%	17.1%	0%	66	80.3%	19.7%	0%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	57	71.9%	28.1%	0%	70	60%	40%	0%	69	53.6%	44.9%	1.4%
Male	39	76.9%	23.1%	0%	53	66%	34%	0%	58	69%	31%	0%
Female	44	84.1%	15.9%	0%	38	65.8%	34.2%	0%	39	61.5%	35.9%	2.6%
Black	81	80.2%	19.8%	0%	86	67.4%	32.6%	0%	94	64.9%	34%	1.1%
Econ Disadv.	68	83.8%	16.2%	0%	81	66.7%	33.3%	0%	79	69.6%	29.1%	1.3%

\*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient

**GEORGE WASHINGTON CARVER SCHOOL – REPORTING METRICS, FORM S-5**

**ATTACHMENT M1**

Percent of Students at or Above Each Proficiency Level on State Assessments in Reading/Language

Arts and Mathematics – By Grade and By Student Subgroup

**MATH**

Category	Grade 3				Grade 4				Grade 5			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	57	45.6%	36.8%	17.5%	69	63.8%	27.5%	8.7%	66	56.1%	39.4%	4.5%
Male	35	45.7%	34.3%	20%	38	52.6%	34.2%	13.2%	37	56.8%	40.5%	2.7%
Female	25	48%	40%	12%	40	82.5%	15%	2.5%	37	62.2%	32.4%	5.4%
Black	55	47.3%	34.5%	18.2%	74	67.6%	24.3%	8.1%	72	59.7%	36.1%	4.2%
EconDisadv.	54	46.3%	35.2%	18.5%	70	71.4%	22.9%	5.7%	65	63.1%	32.3%	4.6%

Category	Grade 6				Grade 7				Grade 8			
	#	NP	P	AP	#	NP	P	AP	#	NP	P	AP
General Ed.	57	57.9%	42.1%	0%	70	80%	18.6%	1.4%	69	75.4%	17.4%	7.2%
Male	39	71.8%	28.2%	0%	53	83%	15.1%	1.9%	58	77.6%	15.5%	6.9%
Female	44	65.9%	34.1%	0%	38	78.9%	21.1%	0%	39	84.6%	12.8%	2.6%
Black	81	69.1%	30.9%	0%	86	81.4%	17.4%	1.2%	94	79.8%	14.9%	5.3%
Econ Disadv.	68	70.6%	29.4%	0%	81	82.7%	16%	1.2%	79	81%	13.9%	5.1%

\*Not reported on School Report Card

NP – Not proficient

P - Proficient

AP – Advanced Proficient



REPORTING METRICS

LEA: Newark Public Schools Name of School: GEORGE WASHINGTON CAREER Act. M-2

Grade Span	Subgroup	2010-2011		U.S.	State	MATH MEANS
		U.S.	State			
3-5	Black	99.1%	99.1%	99.1%	270.4	270.4
3-5	Economically Disadvantaged	100.0%	100.0%	100.0%	217.6	217.6
3-5	Special Education	100.0%	100.0%	100.0%	165.6	165.6
3-5	Total	100.0%	100.0%	100.0%	184.0	184.0
6-8	Black	99.1%	99.1%	99.1%	217.8	217.8
6-8	Economically Disadvantaged	99.6%	99.6%	99.6%	165.5	165.5
6-8	Special Education	100.0%	100.0%	100.0%	182.9	182.9
6-8	Total	99.7%	99.7%	99.7%	201.1	201.1
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup						
Grade	Category	U.S.	State	U.S.	State	MATH MEANS
3	All Students	AP	AP	AP	AP	270.4
3	All Students	PP	PP	PP	PP	218.2
3	All Students	Total	Total	Total	Total	201.3
3	Black	AP	AP	AP	AP	270.4
3	Black	PP	PP	PP	PP	218.8
3	Black	Total	Total	Total	Total	216.6
3	Economically Disadvantaged	AP	AP	AP	AP	270.4
3	Economically Disadvantaged	PP	PP	PP	PP	218.8
3	Economically Disadvantaged	Total	Total	Total	Total	216.6
3	Economically Disadvantaged	AP	AP	AP	AP	205.3
3	Economically Disadvantaged	PP	PP	PP	PP	210.0
3	Economically Disadvantaged	Total	Total	Total	Total	210.0
3	Special Education	AP	AP	AP	AP	140.0
3	Special Education	PP	PP	PP	PP	140.0
3	Special Education	Total	Total	Total	Total	140.0
4	All Students	AP	AP	AP	AP	266.7
4	All Students	PP	PP	PP	PP	214.6
4	All Students	Total	Total	Total	Total	217.5
4	Black	AP	AP	AP	AP	267.2
4	Black	PP	PP	PP	PP	193.3
4	Black	Total	Total	Total	Total	186.4
4	Economically Disadvantaged	AP	AP	AP	AP	266.7
4	Economically Disadvantaged	PP	PP	PP	PP	214.6
4	Economically Disadvantaged	Total	Total	Total	Total	218.0
4	Economically Disadvantaged	AP	AP	AP	AP	166.5
4	Economically Disadvantaged	PP	PP	PP	PP	159.1
4	Economically Disadvantaged	Total	Total	Total	Total	186.3
4	Special Education	AP	AP	AP	AP	142.6
4	Special Education	PP	PP	PP	PP	142.6
4	Special Education	Total	Total	Total	Total	142.6
4	All Students	AP	AP	AP	AP	211.3
4	All Students	PP	PP	PP	PP	160.1
4	All Students	Total	Total	Total	Total	165.5
4	Black	AP	AP	AP	AP	211.3
4	Black	PP	PP	PP	PP	171.3
4	Black	Total	Total	Total	Total	186.6
4	Economically Disadvantaged	AP	AP	AP	AP	211.3
4	Economically Disadvantaged	PP	PP	PP	PP	160.1
4	Economically Disadvantaged	Total	Total	Total	Total	186.4
4	Economically Disadvantaged	AP	AP	AP	AP	141.7
4	Economically Disadvantaged	PP	PP	PP	PP	141.7
4	Economically Disadvantaged	Total	Total	Total	Total	205.0
5	All Students	AP	AP	AP	AP	270.7
5	All Students	PP	PP	PP	PP	217.3
5	All Students	Total	Total	Total	Total	215.9
5	Black	AP	AP	AP	AP	270.7
5	Black	PP	PP	PP	PP	164.7
5	Black	Total	Total	Total	Total	184.0
5	Economically Disadvantaged	AP	AP	AP	AP	270.7
5	Economically Disadvantaged	PP	PP	PP	PP	165.7
5	Economically Disadvantaged	Total	Total	Total	Total	186.4
5	Economically Disadvantaged	AP	AP	AP	AP	141.7
5	Economically Disadvantaged	PP	PP	PP	PP	141.7
5	Economically Disadvantaged	Total	Total	Total	Total	205.0
5	Special Education	AP	AP	AP	AP	211.3
5	Special Education	PP	PP	PP	PP	186.2
5	Special Education	Total	Total	Total	Total	181.0
5	All Students	AP	AP	AP	AP	175.6
5	All Students	PP	PP	PP	PP	167.8
5	All Students	Total	Total	Total	Total	168.8
5	Black	AP	AP	AP	AP	175.5
5	Black	PP	PP	PP	PP	167.8
5	Black	Total	Total	Total	Total	182.9
5	Economically Disadvantaged	AP	AP	AP	AP	212.8
5	Economically Disadvantaged	PP	PP	PP	PP	168.4
5	Economically Disadvantaged	Total	Total	Total	Total	216.6
5	Economically Disadvantaged	AP	AP	AP	AP	174.7
5	Economically Disadvantaged	PP	PP	PP	PP	174.7
5	Economically Disadvantaged	Total	Total	Total	Total	182.5

REPORTING METRICS

LEA: \_\_\_\_\_, Newark Public Schools, Name of School: GEORGE WASHINGTON CARVER, AIL M-2

Metric		2018-2019 Data	
6	Special Education	AP	156.8
6	Special Education	P	218.0
6	Special Education	PP	
6	Special Education	Total	218.0
7	All Students	AP	215.0
7	All Students	P	166.1
7	All Students	PP	288.0
7	All Students	Total	155.5
7	All Students	PP	182.6
7	All Students	AP	288.0
7	All Students	P	217.5
7	Black	PP	166.8
7	Black	P	214.9
7	Black	PP	166.8
7	Black	P	167.1
7	Black	Total	154.8
7	Economically Disadvantaged	AP	182.3
7	Economically Disadvantaged	P	288.0
7	Economically Disadvantaged	Total	217.5
7	Economically Disadvantaged	PP	166.0
7	Economically Disadvantaged	Total	155.6
7	Economically Disadvantaged	AP	182.0
7	Economically Disadvantaged	P	167.0
7	Economically Disadvantaged	PP	221.3
7	Economically Disadvantaged	Total	200.3
7	Special Education	PP	
7	Special Education	Total	
7	Special Education	AP	250.0
7	Special Education	P	267.8
7	Special Education	PP	210.4
7	Special Education	Total	210.4
8	All Students	AP	250.0
8	All Students	P	214.9
8	All Students	PP	185.1
8	All Students	Total	156.1
8	All Students	PP	189.3
8	All Students	AP	250.0
8	All Students	P	267.8
8	All Students	PP	210.4
8	All Students	Total	210.4
8	Black	PP	184.7
8	Black	P	156.9
8	Black	PP	170.5
8	Black	Total	156.9
8	Economically Disadvantaged	AP	195.5
8	Economically Disadvantaged	P	250.0
8	Economically Disadvantaged	PP	269.3
8	Economically Disadvantaged	Total	216.6
8	Economically Disadvantaged	AP	184.7
8	Economically Disadvantaged	P	212.9
8	Economically Disadvantaged	PP	155.0
8	Economically Disadvantaged	Total	155.0
8	Economically Disadvantaged	AP	194.8
8	Economically Disadvantaged	P	168.4
8	Economically Disadvantaged	PP	200.0
8	Economically Disadvantaged	Total	200.0
8	Special Education	PP	
8	Special Education	Total	
8	Special Education	AP	208.0
8	Special Education	P	
8	Special Education	PP	
8	Special Education	Total	

Date: April 26, 2011

**STATEMENT OF NEED**

LEA : Newark Public Schools

Name of School: George Washington Carver Elementary

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	NPS Walkthrough, NJASK, Learnia,	The data reflect that student achievement is below expectations. Root cause: There is insufficient rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms, and differentiated instruction.
Academic Achievement - Writing	Writing Portion of NJ Pass (Grades 1 and 2); NJ ASK (Grades 3-8); Learnia (Grades 2-8); District October K-2 writing tasks Writing Assessment wall, Monthly writing samples,	The data reflect that students are unable to complete comprehension questions that require critical thinking. Root cause: Teachers lack professional development in teaching comprehension, developing lessons with rigor, and responsive teaching strategies. In addition, teachers do not follow the curriculum with fidelity.
Academic Achievement - Mathematics	NJ ASK (Grades 3-8); Learnia (Grades 2-8); District Midterms, Teacher-created assessments and Final Exams	The data reflect that students are unable to solve problems related to mathematics reasoning in geometry, algebra, data analysis and discrete mathematics. Root cause: Teachers do not have sufficient professional development on mathematics content. In addition, the mathematics curriculum varies every 4-5 weeks and although the content is spiraled, teachers seldom finish the entire curriculum at the end of each school year. Therefore, a part of the content is not mastered, leaving learning gaps. There is a need to realign the middle school curriculum so that students spend a year on one or two content areas and address all clusters through those areas (K-4 focus on number, numerical operations, measurement. Problem-solving); Grades 5-8 (focus on fractions, geometry, pre-algebra, problem solving)
Parent Involvement	Program Of Activities 10-11	There is a concerted effort to include parents in all facets of the school. The

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>parent liaison is an integral part of the school, parent and community connection. However, there is insufficient parental involvement in the school overall and with student learning in particular.</p> <p>The root causes for this include:</p> <ul style="list-style-type: none"> <li>• the restricted range of parental involvement activities currently offered</li> <li>• the negative impact of some of the parent’s own educational experiences</li> <li>• limited attendance by parents at specific events</li> <li>• outreach to parents is not sufficiently varied</li> </ul>
Professional Development	Collaborative PD Plan, School Base Teacher Survey	<p>Historically, general PD has not produced the desired effect. However, where PD has been tailored to meet individual needs, and supports the teacher with in-class coaching and direct feedback, there are indications that it does have an impact. Observable use of strategies provided by professional development such as addressing implementation of various forms of authentic and formative assessments in all content areas.</p> <p>Root causes:</p> <ul style="list-style-type: none"> <li>• PD has historically been pull-out</li> <li>• PD has tended to be delivered across the whole district or whole school</li> <li>• PD has had little differentiation for the needs of individual grades or individual staff</li> <li>• lack of timely job-embedded PD that specifically targets rigor, differentiated instruction, use of best practices, and using data to inform instruction</li> <li>• lack of school-based coaching and in-class support to ensure that PD recommendations are followed up with rigor and given an opportunity to directly impact on the quality of teaching and learning on a daily basis</li> <li>• too much reliance on a turn key approach. District trains RTCs. RTCs train coaches who then train teachers</li> </ul>
Extended Learning Opportunities	NJASK Prep, After school program	<p>These programs benefit learning for those students who are able to attend.</p> <p>Root Cause: Afterschool programs are not year- round and do not cater to all students</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Homeless		
Students with Disabilities	NJASK, IEPs, Observations/Evaluations, Walkthroughs by Administrators/District Personnel/State Personnel/Consultants	<p>Over a 3-year period, the proficiency rates (NJASK) of these students are 9% points or more lower than the African American students in the elementary and middle school grade spans. The proficiency rates range from 0% to 29.4% proficient. Root causes are consistent with those indicated for reading, writing and mathematics in addition to relevant causes.</p> <p>Root causes:</p> <ul style="list-style-type: none"> <li>• programmatic strategies, modifications and accommodations are inconsistently implemented by teachers and monitored by CST case managers</li> <li>• CST placements are sometimes inappropriate</li> <li>• teachers are not specialists in all of the subjects that they teach.</li> <li>• there is insufficient: rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms and differentiated instruction</li> <li>• teachers do not have sufficient professional development in reading, writing and mathematics</li> <li>• the restricted range of parental involvement activities currently offered reduces parental involvement</li> <li>• the negative impact of some of the parents' own educational experiences</li> </ul>
English Language Learners	ELL students are transferred to relevant district schools.	Not applicable.
Economically Disadvantaged	NJASK, IEPs, Observations/Evaluations, Walkthroughs by Administrators/District Personnel/State Personnel/Consultants	<p>Over a 3-year period, the proficiency rates (NJASK) of these students are within 5% points of the African American students in the elementary and middle school grade spans. In the elementary grades, African American student' proficiency rates are higher and in the middle grades, the higher proficiency rates vary. The proficiency rates range from 18.5% to 47.9% proficient. Root causes are consistent with those indicated for reading, writing and mathematics.</p> <p>Root causes:</p> <ul style="list-style-type: none"> <li>• there is insufficient: rigor, use of data driven instruction, implementation of the curriculum consistently in all classrooms and differentiated instruction</li> <li>• teachers do not have sufficient professional development reading, writing and mathematics</li> </ul>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<ul style="list-style-type: none"> <li>the restricted range of parental involvement activities currently offered reduces parental involvement</li> <li>the negative impact of some of the parents' own educational experiences reduces parental involvement</li> </ul>
School Culture	Observations/Evaluations, Walkthroughs by Administrators/District Personnel/State Personnel/Consultants	<p>Over a 5-year period, the school culture has drastically improved. However, additional improvement in this area is needed because the values, beliefs and patterns of behavior stated in the mission statement are not consistently shared or demonstrated. The following root causes have prevented the establishment of a strong school culture:</p> <ul style="list-style-type: none"> <li>lack of staff support for the school mission</li> <li>lack of student support for the school mission</li> <li>lack of parental support for the school mission</li> <li>staff turnover due to retirement, promotion, termination, transfers and reduction in workforce</li> <li>transient student population</li> <li>insufficient school meetings where the total population is present</li> </ul>
Leadership	Leadership Survey	<p>Over a 5-year period, the effectiveness of administrative leadership and teacher leadership has improved. However, additional improvement in this area is needed in order to build the capacity of the administrators and staff. The following root causes have prevented greater growth in this area.</p> <ul style="list-style-type: none"> <li>lack of professional development designed to build leadership capacity</li> <li>promotions of 3 vice principals to principals</li> <li>promotions of 1 teacher to vice principal and 1 teacher to director</li> <li>promotions of 3 teachers to guidance counselor positions</li> <li>staff turnover due to retirement, promotion, termination, resignation, transfers and reduction in force</li> </ul>
Highly Qualified Staff	Highly Qualified Staff Documentation on file	<p>There are a total of 27 highly qualified teachers on staff who implement the NJCCCS and who utilize best practices and use professional development strategies to guide instruction. There are 100% highly qualified non-instructional support staff members. However, there are no Nationally Board Certified staff.</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
		<p>Root causes:</p> <ul style="list-style-type: none"> <li>Although there is a good nucleus of HQT staff, the district has not been able to recruit and retain sufficient HQT to enable the school to be 100% staffed by HQT. The district- mandated schedule causes 3 teachers in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade to teach outside of their certification and are therefore not highly certified.</li> <li>There are few or no incentives available at present which enable the school to either recruit or retain HQ staff.</li> </ul>
Other:		

## Evaluation & Needs Assessment Summary

<p>1. Describe the process and techniques used in the needs assessment.</p>	<p>George Washington Elementary has put processes in place to improve instruction school wide. The needs assessment was prepared by the following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the PDA. We reviewed the data collected by the data teams in literacy, math, science, the use of technology, and parental involvement. We involved teachers through the school year by having them create a Management data notebook and Progressive Data Analysis to record and analyze data about their students on school, district and state assessments. In addition to this, all teachers work on teams called Instructional Leadership Teams. Each team decides which data to focus on for improving teacher capacity and student performance based on the data. We proposed to build capacity in stakeholders in the needs assessment process for all staff and especially those who are new to the school. In June and September, teachers provide a narrative to discuss student achievement including strategies that were successful. These forms are duplicated and handed off to the next teacher who is slated to teach those children. In September NJASK scores are analyzed and then utilized to provide ongoing instructional support and professional development for the school year. As the year progresses we collect other data to make decisions about Professional Development and student need. Walkthroughs were conducted and the data from these walkthroughs was used to determine our focus for PD.</p>
<p>2. Describe methods used to collect and compile data for student subgroups.</p>	<p>The data for student subgroups is predominantly provided by the NJASK and Learnia test results. The methods used for interpreting data about student subgroups are: grade-level meetings, administration/coaches forums, SLC meetings and staff development meetings, and ongoing reflective practices. Data is continually compiled by various sources for the purpose of improving students academically and socially. The district's Office of Testing and Evaluation provides NJASK data while Schoolnet provides Learnia data. Content area data is also continuously collected through district-level and school-level assessments. Professional development data was collected via an online survey from NPS. School improvement data is provided by the CAPA, Cambridge, and NPS district monitoring teams.</p>
<p>3. Explain how the data from the collection methods are valid and reliable.</p>	<p>We use established assessments (state, district, textbook series, etc) that are aligned to the New Jersey Core Curriculum Content Standards. Teachers identify the skill or cluster and identify the number of students who responded correctly. That number is divided by the number of students who took the assessment, giving us both the number passing and the percentage of students who passed. Students are listed by name on each profile sheet which allows the teacher, support staff and administrators to see which students are in need of support and specifically what skills or concepts need to be reinforced.</p>
<p>4. What did the data analysis reveal regarding classroom instruction?</p>	<p>The analysis showed that too many of the students are not proficient in reading and mathematics and furthermore they carry these deficiencies from one grade level to the next. Most teachers rely too heavily on whole class teaching and are not making sufficient use of this data to modify lesson plans to differentiate instruction.</p>
<p>5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?</p>	<p>It showed that the professional development has improved instruction, but a more intense, more focused and sustained degree of professional development is still needed. The professional development must include strategies that improve: use of effective questioning techniques to deepen student thinking,</p>

comprehension and engagement.

6. How are educationally at-risk students identified in a timely manner?

Educationally at-risk students are identified by administrators and teachers through the analysis of a range of measure including: observational survey; test scores; internal assessment scores, writing tasks; bi-weekly ECRs; NJASK Practice Tests, midterm and final exams; NJASK. The following table outline the data use at within each grade band

At Risk Students	DATA SOURCES		
	LAL	MATH	SCIENCE
K-2	-Observational Survey/DRA -Harcourt Trophies Assessments -Fall/Spring District Writing Task	-Everyday Math Assessments -Biweekly ECRs -Midterm and Final Exams	-Module Assessments -Midterm and Final Exams
3-5	-DRA and Slosson -Harcourt Trophies Assessments -Fall/Spring District Writing Task -NJASK - Learnia	-Everyday Math Assessments -Biweekly ECRs -NJASK Practice Test -Midterm and Final Exams -NJASK	-Module Assessments -Midterm and Final Exams -NJASK4
6-8	-Running Records -McDougal Littell Assessments -Fall/Spring District Writing Task -NJASK - Learnia	-Everyday Math Assessments -Biweekly ECRs -NJASK Practice Test -Midterm and Final Exams -NJASK	-Module Assessments -NJASK Practice Test -Midterm and Final Exams -NJASK8

In addition to the above practices students are also identified as at-risk based on the following: excessive tardiness, high absenteeism, and behavioral challenges.

7. How are educationally at-risk students provided with effective assistance?

Once a student is identified, the classroom teacher provides interventions and differentiated instruction to address the student's individual needs. The range of interventions varies by grade-band:

- K-2 Differentiated Instruction-School-Based Coaches -In-House Tutors-After-School Programs
- 3-5 Differentiated Instruction-School-Based Coaches -After-School Programs
- 6-8 Differentiated Instruction-School-Based Coaches -In-House Tutors -After-School Programs - Coach RTC Support

In the case of excessive tardiness, high absenteeism, and behavioral challenges, an appropriate mix of the following strategies are employed:

- Parent volunteer support
- After school programs e.g. Youth Development Program
- School social worker intervention/support
- Substance Abuse Coordinator support
- Outside resources as needed
- PRC intervention

<ul style="list-style-type: none"> <li>• School counselor intervention/support</li> </ul>
8. How does the needs assessment address migrant student(s) needs?
N/A
9. How does the needs assessment address homeless student(s) needs?
N/A
10. How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program? Teachers gave input after collaborating through Grade Level/ Vertical Meetings, where the uses of academic assessments were discussed. Working within the parameters of the curricula, indigenous assessments, and teacher created summative /formative assessments, teachers implement these tools as a means to improve instruction and target areas of need. A teacher reflective survey was analyzed to consider best practices and suggestions for improvements.
11. Describe the transition plan for preschool to kindergarten, if applicable.
NA
12. Describe the process used to select the priority problems and root causes for this plan? Processes and techniques similar to those used to undertake the Needs Assessment were used. This included directly involving following stakeholders: the SLC, SLC subcommittees, administrators, teachers, parents, students, community partners. School needs assessment priorities were identified by analyzing the Professional Development Survey, NJASK test data, AYP status, district-level assessments, school-level assessments, school report card, Cambridge recommendations, teacher observations, and ongoing student data from the Progressive Data Analysis. The data collected by the data teams in literacy, math, science, the use of technology, and parental involvement were reviewed and analyzed.
In addition, the school held a number of faculty sessions and three community meetings all designed to provide maximum opportunity for stakeholder engagement. The student voice was also heard both through teacher and parent advocacy, and through focus group discussions.
13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP? The school has only one significantly relevant ethnic grouping – Black. However, within this group there are variable trends between males and females. In the early grades, the females consistently outperform the males in both ELA and MA. However, in the higher grades, the picture is more variable with males outperforming females in math, but still under-performing relatively to the Females in English Language Arts. Across all grade the ED students tend to perform slightly below the norm
14. How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)? The school is a SINI Year 6 school and many of the teachers have been at the school for a number of years. However, the principal has been in post for less than a year and there is evidence of early improvement, particularly in the school culture. However, in order to ensure rapid improvement it was deemed necessary to replace at least 50% of the staff .
15. What is the process for removal of staff members deemed to be ineffective? The LEA has agreed-upon criteria for the transfer of teachers from the school. These include student achievement measures, including growth models, both on internal and external assessments, teacher’s grading of students, teacher evaluations and attendance.
16. Describe the incentive for Nationally Board Certified Teachers and Principals. There are currently no Nationally Board Certified staff . However, the school is looking to adopt the recommendations of the NJ Educator Effectiveness Task Force, March 2011. The recommended incentives include:

- Administrative Days to be used at the teachers' discretion including but not limited to workshops, observations and visitations.
- PIF resources to attend conferences and/or seminars.
- Ability to present at district and/or Regional administrators' meetings.
- Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process.
- Chair/Member of SLC sub-committee including but not limited to Curriculum & Instruction and/or professional development.
- Mentor new teachers and/or become cooperating teacher to college students

**Form S-7**

Use only one model template for each school.

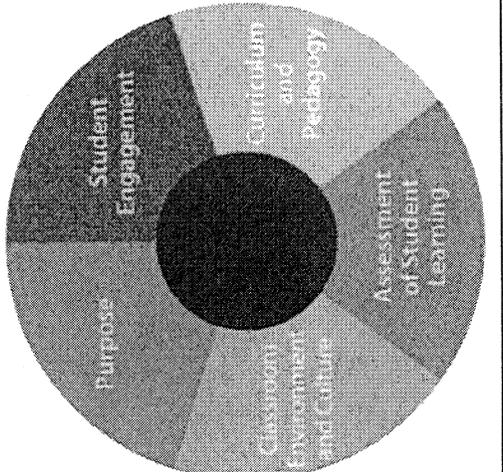
Page 1 of 35

Date: April 26, 2011

**TURNAROUND PROJECT DESCRIPTION**

LEA: Newark Public Schools

Name of School: George Washington Carver

<p><b>Turnaround SIG Required Activity – 1:</b> Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p><b>Implementation Guidance</b> Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.</p>	<p><b>Evidence of Implementation Indicators</b></p> <p>1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.</p>	<p><b>Implementation Description</b></p> <p>In response to the recommendations of the New Jersey Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards.</p> <p>To support the leaders' capacity in effecting rapid change and progress, the LEA will reinforce and provide leadership learning in the <b>5-Dimensions of Teaching</b> principles.</p>	<p><b>Timeline</b></p> <p>Year 1-3</p>
				

Leaders will develop their capacities to:

**1. Create a common, coherent, vision for teaching and learning:**

The school's revised vision defines the academic, social and personal standards necessary for success in the 21<sup>st</sup> Century. The primary role of the school leader is to ensure that innovation and continuous improvement become *core values and expectations* that enable the achievement of these standards for all students.

In reinforcing and revisiting the school's vision and mission, the school leader will build a culture where there is *urgency* to prepare students for 21<sup>st</sup> Century professions. The mission will be upheld to ensure that content mastery and core skills in reading, writing and computation is the expectation and outcome for all students.

The LEA will support the turnaround implementation by guiding the principal in vision and mission revisiting during the pre-implementation phase, reflecting and confirming activities in Q1, and redefining activities in Q4.

The LEA will clarify the definitions of both vision and mission to ensure consistency across schools.

**2. Observe teaching and provide developmental feedback:**

The LEA will support the turnaround process by developing school leaders' capacity to measure the effectiveness of teaching by its impact on student learning. The LEA will use tools and processes that move leaders from historic compliance models of performance evaluation to measures of effectiveness as measured by student outcomes. Included in this work will be the following tools:

**Effective Classroom Observation (ECO)** This framework, aligned with the Charlotte Danielson's Framework, promotes the development of student learning by identifying when student learning is best and when student learning could be better. Leaders will be supported to look at student progress made in relation to learning objectives and the effects of chosen teaching strategies. In this process, feedback to teachers is immediate and actionable in the next lesson they teach.

The principal and key school leaders will receive intensive training in this process, to include observations of classrooms in other schools. During the course of the training, the principal and his team will create policy and procedure documents to use the ECO system across the whole school. The procedures will also include details of

how all members of staff will be included in ongoing training.

**Professional Dialogue Tool** This is a process that organizes observation and evaluations of teaching and learning into professional goals with specific measures to be met in agreed time frames. Through one-to-one discussion and agreed target setting, leaders are able to ascertain individual teacher's commitment to the school's vision and mission and their belief in the ability of all students to learn. Through the collaborative compilation of data driven targets, leaders can effectively measure a teacher's development and his/her progress towards achievement of quarterly benchmarks. The Professional Dialogue leads to the creation of a Personal Professional Plan that supports all subsequent dialogues in the school's Self-Evaluation and Review Evaluation Process.

**3. Develop the capacity of others to improve teaching and learning.**

See Activity 1, Action 4

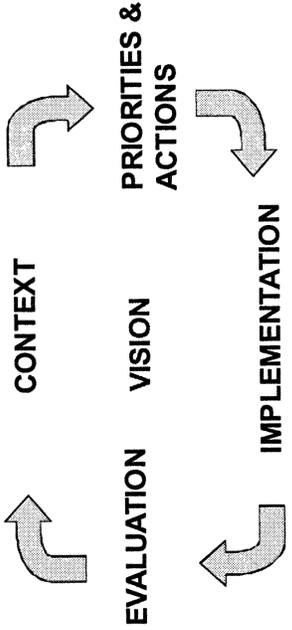
**4. Make effective use of successful practice to influence whole school change and improvement.**

The LEA will establish support networks incorporating schools with clear track records of turnaround success. The schools will function in a range of settings, educational districts, states and countries. In addition to school visits and network forums, webinar and live-link communications will be used to share best practices, ideas and concerns – developing the school leader's capacity to identify an issue, explain its impact and problem solve towards resolution.

Within the school, through self-evaluation and review processes, school leaders will identify successful practice and create expansion structures. These may include model lessons, teacher led PD sessions, team teaching, peer observations, teacher forums, common planning time, job-embedded PD opportunities and celebration events.

**5. Self-Evaluate and Review the work of the school to focus strategic development.**

The LEA will expect all schools to provide details of and regular reporting from the school's processes and procedures for Self-Evaluation and Review. The process will be based on:

	<p style="text-align: center;"><b>The Cycle of Development and Improvement</b></p>  <p>The LEA will hold the school accountable for making use of detailed data analysis, informed professional judgment, and clear evidence to support the changing school context and realignment of priorities and targets. The school will use this process to make evaluations for reporting in each quarter of the implementation of the project.</p>	
<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<p>The LEA will create a comprehensive job description to guide and set expectations specific for the principal of a turnaround school. The job description will identify the essential competencies of a transformation leader to bring about rapid change.</p> <p>These competencies will adhere to ISLLC, 2008 Educational Leadership Policy Standards. The LEA will support job-embedded leadership development in accordance with the policy standards, grouped as essential themes that drive leadership capacity building and improvement. These themes are: <b>instructional leadership; resolving complex problems; communication; and developing self and others.</b></p> <p>Supporting the overarching themes for development and improvement (cited in section 1), the LEA will seek to build 21<sup>st</sup> century leadership competencies as indicated in this chart:</p>	<p>Pre-implementation</p>

<p>3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.</p>	<pre> graph TD     Themes[Themes] --&gt; EL[Educational Leadership]     Themes --&gt; RCP[Resolving Complex Problems]     Themes --&gt; Comm[Communication]     Skills[Skills] --&gt; SID[Setting Instructional Direction Teamwork Sensitivity]     Skills --&gt; JRO[Judgement Results Orientation Organizational Ability]     Skills --&gt; OCC[Oral Communication Written Communication]     EL --&gt; DSO[Developing Self and Others]     RCP --&gt; DSO     Comm --&gt; DSO     SID --&gt; DOR[Developing Others Understanding Your Own Strengths and Weaknesses]     JRO --&gt; DOR     OCC --&gt; DOR   </pre> <p>The LEA will facilitate development by:</p> <ul style="list-style-type: none"> <li>• the appointment of a Lead Turnaround Partner to support the principal</li> <li>• ‘rediscovery’ of learning about leadership at a Summer Leadership Academy</li> <li>• creating transparent and agreed behavioral indicators and descriptors of practice</li> <li>• providing examples of school leaders putting behaviors into practice</li> <li>• enabling forums for sharing and developing of ideas</li> <li>• devising professional plans with agreed goals and set measures for all competencies</li> <li>• ensuring that there is a constant focus on job-embedded leadership development</li> </ul> <p>The LEA will designate the Office of Innovation and Change (SIG Office) to oversee the implementation and development of all Turnaround Principals of SIG schools. The office will conduct affairs with the intention of earned autonomy based on professional judgment. In all aspects of work, principals will adhere to the LEA’s procurement directives, but there will be no requirement to follow programs and processes mandated to other Newark Public Schools</p>	<p>Year 1-3</p>
--	--	-----------------

<p>The empowerment of the principal and school staff to make local decisions is focused entirely on the quest for rapid rates of improvement for all students. The most important influence on the quality of learning is the effectiveness of teaching. To this end the LEA will work with the Newark Teachers Union to ensure:</p> <ol style="list-style-type: none"> <li>1. The recruitment plan is fully implemented within the planned timeframe.</li> <li>2. The removal of teachers who fail to demonstrate the required level of individual growth following the achievement of success indicators in Year 1 of implementation</li> <li>3. Agreements allowing the school leader to waive contract provisions, allowing changes needed to support learning by students at risk of failure.</li> </ol> <p>For all program and process decisions, principals will be required to submit accurately compiled documentation clearly stating:</p> <ul style="list-style-type: none"> <li>• identified need, accurately supported by outcome or progress data</li> <li>• evidence of collective decision-making processes</li> <li>• supporting research materials giving evidence of success with the process or program</li> <li>• exact roles and responsibilities for the implementation of the process or program</li> <li>• predetermined measures of progress and success criteria</li> <li>• timelines for analysis and self-evaluation</li> <li>• agreed reporting structures to all stakeholders</li> </ul>	<p>Year 1 ongoing Year 2-3</p>
<p>4. The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>The LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. There will be a strategized approach to supporting principals in building the capacity of aspiring leaders in their schools. The LEA will also provide more formalized training and development through a program of 'middle leader development' to ensure that future leaders develop the necessary repertoire of competencies at an early stage.</p> <p>The LEA recognizes that the essential qualities and competencies must include:</p> <p><b>A Drive for Results</b></p> <ul style="list-style-type: none"> <li>• A record of implementing change, despite political and practical barriers</li> <li>• An unyielding belief that all students – no matter how disadvantaged – can learn</li> <li>• Organizing and planning skills to support each school in keeping on track</li> </ul> <p><b>Relationship and Influence Skills</b></p> <ul style="list-style-type: none"> <li>• Working effectively with other staff, parents and community organizations</li> <li>• Ability to disagree with others politely</li> <li>• Teamwork skills</li> </ul>

<p>5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<ul style="list-style-type: none"> <li>• Strong powers of positive persuasion</li> <li>• <b>Readiness for Change</b></li> <li>• Open minds about ways to improve student learning</li> <li>• Willingness to learn about what kinds of big changes work under differing circumstances</li> <li>• Willingness to try new structures</li> <li>• No political agenda that may interfere with decisions about student learning</li> <li>• <b>Knowledge to do What Works (Or Willingness to Acquire it Quickly)</b></li> <li>• Knowledge of formal and informal decision making processes</li> <li>• Knowledge of past efforts to change and improve schools</li> <li>• Knowledge of education management and effective schools research, with a focus on what has been proven to produce lasting learning results</li> </ul> <p>The LEA will support the principal to develop the next generation of teacher leaders and school leaders. The development of teacher leaders will be the foundation for effective school leadership. The development of school leaders will be the foundation for effective school leadership in challenging school circumstances.</p> <p>The LEA and principal will work hand in hand to identify emerging teacher leaders and school leaders within the school. In addition to job-embedded professional development, aspiring leaders will also have the opportunity to:</p> <ol style="list-style-type: none"> <li>1. Attend a summer academy in 2012</li> <li>2. Visit successful schools to shadow leaders</li> <li>3. Build a portfolio of evidence to support their leadership developments</li> <li>4. Increase leadership and management responsibilities at the school.</li> </ol> <p>In addition:</p> <ul style="list-style-type: none"> <li>• the LEA will identify, recommend and support potential leaders in pursuing relevant higher education opportunities</li> <li>• the principal will create systems and time for regular self-evaluation to encourage reflection on strengths and growth areas in a supportive context</li> </ul> <p>The LEA genuinely promotes the concept of shared leadership with respect to instructional capacity building in ways including:</p> <ul style="list-style-type: none"> <li>• the creation of a School Instructional Leadership Team (SILT) – possibly comprised of the Principal, curriculum, teaching and learning leaders, School Operations Manager, Data Specialist, Content Specialists, Grade Level Leaders and/or Master Teachers, and the Lead Turnaround Partner, who will provide “at-elbow” coaching and support to the principal on distributive leadership.</li> <li>• providing clear and appropriate job descriptions for all instructional and</li> </ul>
	<p>Year 1 and ongoing</p>

	<p>administrative roles, so that staff fully comprehend expectations and know how they will be held to account</p> <ul style="list-style-type: none"> <li>• responding to the recommendations of the NJ Educator Effectiveness Task Force by appointing Peer Assistance Reviewers (PAR) to facilitate multi-level evaluation of teaching and learning</li> <li>• ensuring that all teachers are totally conversant in the school's methods for effectively observing classrooms and have opportunities to develop observation and feedback skills</li> <li>• encouraging collaborative decision-making regarding professional development plans that address whole school, group and individual needs, supported by rigorous and impartial needs analysis</li> <li>• incorporating strong internal self-evaluation and review systems that focus on student progress and outcome data</li> <li>• ensuring that the mission statement is upheld in the school's daily practice and that there is measurable progress towards the achievement of the school's vision</li> <li>• improving reporting structures and mechanisms to all stakeholders</li> </ul>
--	--

<p><b>Turnaround SIG Required Activity – 2:</b> Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.</p>		
<p><b>Implementation Guidance</b> The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.</p>		
<p><b>Evidence of Implementation Indicators</b></p>	<p><b>Implementation Description</b></p>	<p><b>Timeline</b></p>
<p>1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.</p>	<ul style="list-style-type: none"> <li>• The LEA will make consistent use of <b>Achievement through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b>, Newark Public Schools.</li> <li>• The rubric for judging the quality of teaching will be made known to all instructional staff.</li> <li>• The rubric will contain clear evidence measures so that instructional staff is fully aware of how to achieve and understands consequences of poor performance.</li> <li>• The LEA will ensure that schools create and implement a policy to regularly measure the impact of teaching on learning to accurately inform the overall teacher evaluation process. (<b>Effective Classroom Observation</b>)</li> <li>• The LEA will work with the Newark Teachers Union to ensure evaluation procedures are focused on the common goal of securing rapid progress for all students.</li> </ul>	<p>Pre-implementation March 2011</p>
<p>2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<p>As recommended by the NJ Educator Effectiveness Task Force, March 2011, the LEA will utilize the ISLLC, 2008 Educational Leadership Policy Standards as the main criteria for evaluating administrators.</p> <p>Teacher Evaluation will mainly utilize the <b>Achievement Through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b>, Newark Public Schools. This incorporates Charlotte Danielson's <b>A Framework for Teaching</b>, placing emphasis on Four Domains and Accompanying Components:</p> <ul style="list-style-type: none"> <li>• Planning and Preparation</li> <li>• Classroom Environment</li> <li>• Professional Responsibilities</li> <li>• Instruction</li> </ul>	<p>Year 1 and ongoing</p>

	<p>In addition, in line with the recommendations of the <b>Gates Measures of Effective Teaching Project</b> the LEA will also use a range of additional tools including:</p> <ul style="list-style-type: none"> <li>• New Jersey Department of Education Standards for School Leaders</li> <li>• Peer Assistance and Reviewers (PAR)</li> <li>• Master teachers</li> <li>• Student classroom surveys</li> <li>• Parental surveys</li> <li>• <b>Effective Classroom Observations</b></li> </ul> <p>The LEA will engage teachers and administrators in processes that include student feedback as a measure of teacher effectiveness. As used in the Gates MET project, the TRIPOD survey process will provide data to demonstrate a teacher's capacity to support learning through the dimensions of <b>CONTENT/PEDAGOGY and RELATIONSHIPS</b>. This work is based on the work of Professor Ron Ferguson, Harvard University.</p> <p>As perceived by students, surveys provide data to establish a teacher's ability to:</p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Clarify</li> <li>• Confer</li> <li>• Challenge</li> <li>• Control</li> <li>• Captivate</li> <li>• Consolidate</li> </ul> <p>In relation to 5 student engagement targets:</p> <ol style="list-style-type: none"> <li>1. <b>Trust</b> (vs. Mistrust)</li> <li>2. <b>Cooperation</b> (vs. Resistance)</li> <li>3. <b>Ambitiousness</b> (vs. Ambivalence)</li> <li>4. <b>Diligence</b> (vs. Discouragement or Disengagement)</li> <li>5. <b>Satisfaction and Efficacy</b> (vs. Disappointment and Failure)</li> </ol>	Year 1
<p>3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.</p>	<p>A detailed framework for the evaluation process is provided in <b>Achievement Through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview</b>, Newark Public Schools.</p> <p>In designing and providing relevant training, the LEA will utilize the findings of pilots in locations such as New York City, Memphis, Pittsburg and Tampa, <u>highlighting</u> the need</p>	

	<p>for continuous professional development in the areas of:</p> <ul style="list-style-type: none"> <li>• Pre-conferencing</li> <li>• Effective classroom observation</li> <li>• Scrutiny of student's work</li> <li>• Post-conferencing</li> <li>• Providing constructive feedback, based on strengths and areas for development</li> </ul> <p>The LEA will set goals for principals, with the guidance of the LTP, to inform the formal evaluation process through school level creation and implementation of observation policy and procedures. The continuous and regular effective observation of teaching and learning will fully support the LEA's process for teacher evaluation.</p>	
<p>4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>In order to assess the effectiveness of the evaluation process the LEA will establish a regular pattern of monitoring, evaluation, review and revision. During any given year this will include:</p> <ul style="list-style-type: none"> <li>• review of the evaluation cycle pre-implementation</li> <li>• continuous presence of the LTP and on-site visits by LEA/Office of Innovation and Change staff and external education experts to shadow the evaluation process in a school</li> <li>• discussion with the principal and Lead Turnaround Partner to establish the hierarchy of evidence used for review and evaluation processes</li> <li>• examination of the evidence range and quality</li> <li>• LEA meetings to evaluate school reporting mechanisms and quality</li> <li>• monitoring of progress towards the success indicators</li> <li>• feedback from stakeholders to ascertain the level of their involvement</li> </ul> <p>The NJ Task Force on Educator Effectiveness and other projects, such as the Gates Measures of Effective Teaching, highlight the importance of using a range of measures as part of the evaluation process. These measures will include:</p> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Student growth on state assessments</li> <li>• School wide performance measures</li> <li>• Other performance measures, such as: <ul style="list-style-type: none"> <li>- interim assessment scores</li> <li>- teacher based formative/summative assessments</li> </ul> </li> </ul> <p><b>Teacher Performance</b></p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Professional Efficacy</li> <li>• Other measures including for example: <ul style="list-style-type: none"> <li>- Student classroom surveys</li> <li>- Teacher classroom surveys</li> </ul> </li> </ul>	<p>Year 1 and ongoing</p>
<p>5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.</p>	<p>The NJ Task Force on Educator Effectiveness and other projects, such as the Gates Measures of Effective Teaching, highlight the importance of using a range of measures as part of the evaluation process. These measures will include:</p> <p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Student growth on state assessments</li> <li>• School wide performance measures</li> <li>• Other performance measures, such as: <ul style="list-style-type: none"> <li>- interim assessment scores</li> <li>- teacher based formative/summative assessments</li> </ul> </li> </ul> <p><b>Teacher Performance</b></p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Professional Efficacy</li> <li>• Other measures including for example: <ul style="list-style-type: none"> <li>- Student classroom surveys</li> <li>- Teacher classroom surveys</li> </ul> </li> </ul>	<p>Year 1 and ongoing</p>

	<ul style="list-style-type: none"> <li>- Parent classroom surveys</li> <li>- Student attendance</li> <li>- Teacher attendance</li> </ul> <p><b>Student Attitude and Engagement</b></p> <p>Attendance Punctuality Exclusions Suspensions Reported incidents On task behavior Congeniality and respect</p>	
<p>6. The LEA monitors the evaluation process and reviews results.</p>	<p>The LEA/Office of Innovation and Change will institute a cycle of monitoring, evaluation, reviews and revision.</p> <p>This cycle will include:</p> <ul style="list-style-type: none"> <li>• on site visits</li> <li>• desktop analysis of the evaluation rating, including inter-reviewer reliability</li> <li>• student data analysis to match student growth against teacher evaluation ratings</li> <li>• stakeholder surveys</li> <li>• a meta-analysis of findings</li> <li>• reports and recommendations</li> </ul>	<p>Year 1 and ongoing</p>

<p><b>Turnaround SIG Required Activity – 3:</b> Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.</p> <p><b>Implementation Guidance</b>  Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions. The LEA should analyze placement of staff across schools to assure that students with the greatest need are placed with skilled, experienced teachers.</p>		
<p><b>Evidence of Implementation Indicators</b></p> <p>1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p> <p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers' unions, and other relevant stakeholders.</p>	<p><b>Implementation Description</b></p> <p>The LEA will use best practice research from around the world to create performance-based incentives that are measured against a set of 'tiered' Key Performance Objectives. Each objective will have clear success criteria. For example, in relation to student attainment:</p> <p>0 – At the end of the first year, annual AYP goals not met  1- At the end of first year, annual AYP goals are met, at "safe harbor"  2- At the end of the first year, annual AYP goals are met in full, except for one sub group  3- At the end of the first year, annual AYP goals are met in full</p> <p>The LEA will recruit and LTP which has extensive experience and expertise in providing technical assistance and experience in promoting union engagement in the development of fair and transparent performance-based incentives.</p> <p>In discussion with the Newark Teachers Union, incentives will be developed to recruit and retain teachers, including performance-based incentives.</p> <p>Already in place is a union negotiated rate for teachers and other staff participating in the extended learning hours for programs for all students. In the case of teachers, this is \$49 per hour, in Year 1, compared with a \$37 per hour rate for supplemental pay for other activities beyond the contractual school day. Incentives for administrators are being negotiated with the City Association of Supervisors and Administrators (CASA), and will be in place by August 2011.</p> <p>Additional performance-based incentives are likely to include:</p> <ul style="list-style-type: none"> <li>• whole school incentives for meeting student achievement targets</li> <li>• individual incentives for grade level teams, curriculum area teams meeting student achievement targets</li> <li>• whole school incentives for meeting professional practice targets</li> </ul>	<p><b>Timeline</b></p> <p>Year 1</p> <p>Year 1 and ongoing</p>

	<ul style="list-style-type: none"> <li>individual incentives for grade level teams, curriculum area teams meeting professional practice targets</li> </ul> <p>The LEA/Office of Innovation and Change will also follow the recommendations of the NJ Educator Effectives Task Force and provide additional incentives for master teachers. For example, those teachers who choose to participate may be entitled to one or more of the following incentives:</p> <ul style="list-style-type: none"> <li>Administrative Days to be used at the teachers' discretion, including but not limited to workshops, observations and visitations.</li> <li>PIF resources to attend conferences and/or seminars.</li> <li>Ability to present at district and/or Regional administrators' meetings.</li> <li>Provide opportunities for distinguished teachers to facilitate after school sessions for teachers considering the process.</li> <li>Chair/Member of SLC sub-committee including but not limited to Curriculum &amp; Instruction and/or professional development.</li> <li>Mentor new teachers and/or become cooperating teacher to practice teachers or other college students.</li> </ul>	
<p>3. The SEA and LEA develop policies that facilitate performance-based dismissals.</p>	<p>Policies will be developed which are based on the recommendations made in the influential Performance-Based Dismissals, 2009 report by the Center on Innovation &amp; Improvement. These recommendations focus on:</p> <ul style="list-style-type: none"> <li>providing greater flexibility and support for leaders in turnaround schools</li> <li>including negotiating expedited processes for performance-based dismissals in turnaround schools</li> <li>enabling greater flexibility over class sizes and classroom assignments</li> <li>prioritizing recruitment, hiring, and placement for turnaround schools; and</li> <li>assembling teams to help principals with dismissal procedures</li> </ul> <p>In recruiting the LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in developing and implementing performance-based dismissals.</p>	Year 1 and ongoing
<p>4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.</p>	<p>The LEA has identified and advertised a range of positions, subject to budget confirmation, which will enable the school to transform its faculty. These posts include:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Math Specialist</li> <li>Reading Specialist</li> <li>Behavioral Specialist</li> <li>Student Achievement Data Specialist</li> <li>School Operations Manager</li> </ul> <p>The LEA will facilitate best practice hiring procedures which will include:</p>	Pre-implementation Yearly ongoing

	<ul style="list-style-type: none"> <li>• Transfer Job Fair</li> <li>• Administrative Recommendations</li> <li>• Recruitment from outside the district</li> <li>• College Recruitment</li> <li>• Student Teacher Partnerships</li> <li>• Utilize hiring committee to participate in a 3-Day Rigorous application and screening process where all committee members provide equitable feedback:             <ol style="list-style-type: none"> <li>1. Initial Interviews</li> <li>2. Demo Lesson evaluated by rubric</li> <li>3. Whole Day screening on the job (volunteer)</li> <li>4. Hiring Questions and Rubric</li> </ol> </li> </ul>	<p>The Newark Public Schools “Achievement Through Teaching Excellence - Teacher Evaluation and Performance Assessment Overview” is premised on the basis of empowering effective teachers. However, NPS recognizes that not all teachers are equally effective. The LEA and school will implement an early warning system as part of the performance evaluation process. Such that if at any stage in the process an individual teacher is identified as underperforming they can be provided with targeted support and assistance in a timely manner.</p> <p>NPS has recognized three Tiers:</p> <table border="0" style="margin-left: 40px;"> <tr> <td>TIER I</td> <td>TIER II</td> <td>TIER III</td> </tr> <tr> <td>No Demonstration</td> <td>Minimal Demonstration</td> <td>Partial Demonstration</td> </tr> </table> <p>There are clear procedures in place for any teacher who received an unsatisfactory annual evaluation the previous year. These include the school leader placing the teacher in the Teacher Assistance Program (TAP).</p> <p>In addition to in-school and district support, the LTP will also provide access to support and training from outside educational consultants who specialize in supporting and enabling underperforming teachers to grow.</p>	TIER I	TIER II	TIER III	No Demonstration	Minimal Demonstration	Partial Demonstration	Annually
TIER I	TIER II	TIER III							
No Demonstration	Minimal Demonstration	Partial Demonstration							
<p>5. LEA and school provide targeted assistance to underperforming teachers.</p>									

<p><b>Turnaround SIG Required Activity – 4:</b> Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p><b>Implementation Guidance</b>  Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students’ learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).</p>		
Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p><b>Summer Institute:</b></p> <ul style="list-style-type: none"> <li>• Led by the Lead Turnaround Partners (LTP) and school leaders</li> <li>• Targeted trainings that cover Communication and Buy-In; Role Clarity; Infrastructure Capacity Building</li> <li>• Specific training that addresses teacher needs and support growth in the following areas: <ul style="list-style-type: none"> <li>- efficacy and professional responsibility</li> <li>- school culture</li> <li>- classroom environment</li> <li>- student behavior for learning</li> <li>- national and state academic standards</li> <li>- use of data to determine grade and classroom level priorities</li> <li>- aligned planning – curriculum mapping and planning for learning</li> <li>- differentiation techniques</li> <li>- teaching strategies</li> <li>- the teaching of reading and writing across all content areas</li> <li>- working as teams and the development of Professional Learning Communities</li> <li>- effective Classroom Observation</li> <li>- evaluation and review processes</li> </ul> </li> </ul> <p><b>Continuous Professional Development:</b>  Using a common priorities strategy, the school will build teacher capacity through embedded learning in teacher teams. Initially facilitated by an external partner and enabled through scheduling that allows for common planning time across grade/content areas, the common priorities strategy will engage teachers in ‘real time’ activities that address the needs of actual students through collaborative research, analysis, decision-</p>	<p>Summer 2011 and ongoing</p>

	<p>making, action planning, curriculum design, lesson planning, development of delivery strategies, observation of impact and effective feedback and discussion for development purposes.</p> <p>The common priorities approach will enable teachers to focus on:</p> <ul style="list-style-type: none"> <li>• Key standards</li> </ul>	
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<ul style="list-style-type: none"> <li>• Competencies developed through the common priorities strategy that ensure full implementation of the Core Curriculum, with a particular focus on key standards</li> <li>• Assessment for Learning, which focuses on the use of formative assessment as a key component for student learning</li> <li>• Authentic Inquiry and Personalization by Pieces which enables teachers to design lessons which are relevant and evidence based</li> <li>• LAL coaching aimed at improving student achievement in LAL</li> <li>• Cross-reading content designed to encourage teachers of all subjects to be teachers of reading</li> <li>• Math coaching aimed at improving student achievement in math</li> <li>• SEAL –a program designed to develop Social and Emotional competencies</li> </ul> <p>The LEA, LTP and the school will monitor and evaluate the levels of implementation of practices base on a range of measures including:</p> <ul style="list-style-type: none"> <li>• Effective Classroom Observation</li> <li>• Scrutiny of student work</li> <li>• Peer Assessment and Review</li> <li>• Teacher Evaluations</li> </ul>	<p>Ongoing</p>
<p>3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.</p>	<p>The level of implementation will be measured against a range of consistent standards including:</p> <ul style="list-style-type: none"> <li>• The Framework for Teaching</li> <li>• Implementation of the common core</li> <li>• Ongoing Data Analysis <ul style="list-style-type: none"> <li>- State test data</li> <li>- School formative assessments</li> <li>- Learnia</li> <li>- Student referrals / behavioral incidents</li> </ul> </li> </ul>	<p>Annually ongoing</p>
<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>The LEA, LTP and the schools will actively promote the school as a Learning Community. In addition to grade level and content level PLCs, the school will also develop PLCs which focus on wider professional learning.</p>	<p>Year 1 and ongoing</p>

	<p>During the first year the wider PLCs will focus on:</p> <ul style="list-style-type: none"> <li>• Authentic Inquiry and Personalization by Pieces - developing opportunities to make the curriculum more relevant</li> <li>• community partnership - developing opportunities for the active engagement of the community in the school and the school in the community, this will include Higher Education, Police, Health and Social Services, small and big business,</li> <li>• Parent University – developing a program for parents which will enable them to gain personal recognition and certification</li> <li>• scheduling school visits for teachers to observe best practices in other schools</li> <li>• Extended Learning for Teachers, budgeting money for teachers to promote continued learning (advanced degree, additional certification)</li> <li>• research and find opportunities for workshops and conferences for teachers to attend and turnkey to other staff members</li> </ul>	
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.</p>	<p>It is anticipated that the PD providers, including the LTP, will be able to:</p> <ul style="list-style-type: none"> <li>• promote student motivation for learning</li> <li>• provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline</li> <li>• employ research-based strategies that provide an immediate and dramatic turnaround in student achievement</li> <li>• provide comprehensive, coherent, manageable and integrated instructional and support programs</li> <li>• recommend which existing programs are to be continued and which programs are to be eliminated</li> <li>• promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community</li> </ul>	<p>Year 1 and ongoing</p>

<b>Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</b>		
<b>Implementation Guidance</b> Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, or hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	
<b>Timeline</b>		
1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.	<p>The LEA has established an Office of Innovation and Change, to which SIG schools will report. The Chief of Innovation and Change is a member of the Superintendent’s Executive Staff. There is also a SIG Director who reports directly to him.</p> <p>The SIG school Principal will report directly to the Office of Innovation and Change and will be outside of the district’s typical geographical regional assignment.</p> <p>The LTP will also be held directly accountable to the Office of Innovation and Change.</p>	Pre-implementation  Year 1 and ongoing
2. The LEA allocates resources to support the turnaround office or team.	<p>The LEA will allocate SIG funds directly to schools, following district procedures. Those funds will only be used for the specific purposes identified in the school’s SIG application. George Washington Carve School will contribute its proportionate share of the cost of the SIG Director, Accountant, Clerk and Student Achievement Data Specialist if it a SIG II funded school. The CIG Director, Accountant and Clerk are currently funded by SIG I schools.</p> <p>The LEA has reviewed and revised its policies to ensure that recommendation have been made to enable the school to effectively implement the reform measures. For example:</p> <ul style="list-style-type: none"> <li>transfer criteria have been established</li> <li>a range of teaching positions which are specifically targeted at the turnaround school has been identified and advertized</li> <li>the school is exempt from having to accept teachers on the basis on seniority</li> <li>the school is exempt from attending any mandated district-wide PD</li> </ul> <p>The LTP will play a key role in ensuring that these revised policies and practices are implemented with efficacy and that they have maximum impact on student achievement.</p>	Pre-implementation and ongoing
3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.	<p>The LEA will issue a series of RFPs specifically linked to the individual requirements of the school. All applications, but particularly the Lead Turnaround Partner, will be vetted against agreed criteria. The external partner providers will be held accountable for the effective implementation of the turnaround program and in particular its impact</p>	Pre-implementation  Annual review and revision
4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting		Pre-implementation  Annually ongoing

identified school needs.

on the professional growth of all staff and student achievement.

It is anticipated that the external providers will be able to make recommendations against the four areas identified in the MASS Insight Turnaround model:

1. **People: Authority over selection, compensation and work rules**
  - Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly
  - Work with the LEA and school to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement
  - Recommend necessary restructuring of teacher and leader contracts
  - Develop and engage teachers and the leader in professional development aligned to programmatic goals
  - Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
2. **Time: Authority over scheduling, longer day, longer year**
  - Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day
  - Require commitment from parents to allow for additional time for instruction
  - Work with the LEA and the school to obtain a commitment from teachers to allow for additional time for instruction and professional development
  - Develop and implement evidence-based discipline programs that minimize time out of school and/or class
3. **Program: Flexibility to shape program to students' needs and turnaround priorities**
  - Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline
  - Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement
  - Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community
  - Provide comprehensive, coherent, manageable and integrated instructional and support programs
  - Recommend which existing programs are to be continued and which programs are to be eliminated
  - Consistent with the state standards, recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide

	<p>relevant instruction that engages and motivates students</p> <ul style="list-style-type: none"> <li>Organize programming to foster students' social and emotional development</li> <li>Integrate all academic and support services, utilizing curriculum resources</li> <li>Promote student motivation for learning</li> </ul> <p><b>4. Money: More budget flexibility, more resources</b></p> <ul style="list-style-type: none"> <li>Secure parental commitment and involvement through school choice</li> <li>Work with the LEA and the school to expand community support to garner human resources needed for reform</li> <li>Identify and recommend supporting partners to address social, emotional and behavioral issues</li> <li>Identify and obtain adequate materials from school system resources</li> <li>Identify and recommend outside resources needed in the reform effort</li> <li>Develop and recommend a budget to the School Board based on available per pupil amounts of local, general fund, school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone</li> <li>Work with the LEA and the school to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort</li> </ul>	
<p>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</p>	<p>In selecting the Lead Turnaround Partner, the LEA will pay particular attention to partners which have a well established track record of building local capacity.</p> <p>By the end of Year 3, the LEA and the school need to have embedded capacity which will enable them to sustain the reform.</p> <p>The LEA will also need to modify the current school budgetary arrangements to ensure:</p> <ul style="list-style-type: none"> <li>the school is able to undertake budgeting review</li> <li>the school has maximum devolved authority, including the ability to move funds within headings, where this meets fiscal status</li> <li>to ensure that the school has access to continuing funds to maintain any agreed rewards and incentives, including all performance-related incentives</li> </ul> <p>One-year school-based budget for FY 2011-2012 incorporates Achievement Benchmarks, Title I Unified Plans, School-Based Action Plans, CAPA Prioritizing Goals, school visits and walk-throughs, as well as the District Strategic Plan. The purpose is to ensure that schools and district work as a unified, simplified, coordinated, and collaborative system focusing on school improvement. The goal is to focus on the entire PK – 12 spectrums. Schools must ensure that every student in grades PK – 12</p>	<p>Pre-implementation</p> <p>Year 3</p>
<p>6. The LEA and school align SIG resources with other resources to sustain interventions.</p>		<p>Ongoing</p>

masters the New Jersey Core Curriculum Content Standards, examine formative and state assessment data, NCLB – Adequate Yearly Progress data to develop budgets that address the needs of all subgroups. The process has been designed so that the annual budget meets and fulfills federal, state, and district requirements. In addition to a district budget which is based upon student enrollment (general education, special education, at-risk, free- and reduced-priced lunch), Title I, IDEA, and other grants will be used.

The LEA, LTP and school will ensure that all resources are fully aligned with the SIG plan. They will also work in partnership to seek to maximize the impact of SIG funding by further supplementing resources available through seeking collaborative partnerships. For example:

- pool resources from the local medical and dental facilities already serving the community, to provide ‘wrap-around’ services
- collaborate with institutions of higher education
- work in partnership with small/big businesses
- network with local government for leadership expansion programming opportunities and funding
- strengthen existing relationships with NJPAC, Prudential, cultural institutions

<p><b>Turnaround SIG Required Activity – 6:</b> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.</p> <p><b>Implementation Guidance</b>          If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.</p>		
<p><b>Evidence of Implementation Indicators</b></p> <p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p><b>Implementation Description</b></p> <p>To foster public accountability for results and help focus improvement and support efforts, the LEA will have data systems in place to gather information that is critical to determining how schools and districts are progressing. To date, the LEA has introduced Power School, School Net and Learnia and will support the school to maximize use of these tools. In Year 1, the LEA will support the school with quarterly reporting of student academic achievement and growth in reading, writing and mathematics. In Year 2, reporting will include student academic achievement and growth science and social studies. By Year 3 of implementation, the LEA may choose to report on other areas of student academic achievement such as information technology and physical education.</p> <p>In particular, Power School will utilize statistical data and align with School Net to analyze trends in student achievement as well as with various other data components, including the New Jersey Assessment of Skills and Knowledge data.</p> <p>The LEA will work in partnership with the school and the Lead Turnaround Partner to ensure that appropriate PD is provided to ensure that the school is able to use data effectively to drive instructional change both at grade level and vertically across the grades.</p> <p>In appointing the LTP, the LEA will seek a provider that has extensive experience and expertise in the effective use of data to drive instruction and improve student achievement. During the first year, the LTP will build local capacity in the school by providing intensive job-embedded support and training for the administrators and teachers at George Washington Carver School to ensure that they make maximum use of all data. The SIG Office will appoint a Data Specialist who will be responsible for developing, managing, packaging, analyzing and interpreting all currently available and newly developed sources of student achievement data for application to teaching and learning. This data will be made available to the Principal and LTP on a routine basis.</p>	<p><b>Timeline</b></p> <p>Pre-implementation</p> <p>Year 1-3</p>

	<p>The school will engage in a structured system for data collection and analysis to determine priorities. A Student Achievement Data Specialist will provide leadership in gathering, organizing, analyzing, interpreting and applying data to inform instruction which will include:</p> <ol style="list-style-type: none"> <li>Demographic data: Ethnic population, mobility rate, poverty indicators, parents' education, housing etc</li> <li>Academic data: State and District test scores, school and classroom assessments, failure rates, interim progress reports, observation of classroom practice</li> <li>Diagnostic assessment data: reading, writing and mathematics (RTI)</li> <li>Behavior data: attendance, suspensions, referrals, expulsions, interventions, counselor support, bullying issues, etc.</li> <li>Miscellaneous data: satisfaction surveys (parents, staff, students), surveys of business and community members, exit interviews, etc</li> <li>Student perception data: student shadowing, student forums</li> </ol> <p>Data analysis will involve:</p> <ul style="list-style-type: none"> <li>• sorting by sub group</li> <li>• looking for patterns, growth and decline over time</li> <li>• looking for correlations across subjects, classes and teachers</li> <li>• considering equity of access issues</li> </ul> <p>The school will also report the results of:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments given in August</li> <li>• Formative Assessments for math, LAL, and science given two times throughout the year</li> <li>• Summative Assessment for math, LAL and science in June</li> </ul>	
<p>2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.</p>	<p>The LEA and the school have data systems and data specialist in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.</p>	<p>Year 1-3</p>
<p>3. LEA and school ensure that instruction is aligned with standards and benchmarks.</p>	<p>The LEA and the LTP will support the school to establish a Data Team, led by a Vice Principal and consisting of teachers and staff representative of all grade levels and all content areas, including the data specialist.</p> <p>This team will be responsible for monitoring and developing monthly formative assessments to have consistent and up-to-date data for all students.</p>	<p>Year 1-3</p>

	<p>The team will also help to facilitate the effective use of data to drive instruction, by ensuring that all teachers analyze data and plan for student learning across the grade during the grade and content areas through collaborative planning sessions.</p>	
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA, LTP and Data Specialist will ensure the school facilitates effective pre-project support for all staff in establishing the skills and knowledge to analyze data and set priorities for action. The basic premises for this professional development will be:</p> <ul style="list-style-type: none"> <li>• identification of useful data</li> <li>• collaborative work to analyze</li> <li>• agreement on priorities</li> <li>• protocols and tools for recording analysis, communicating priorities and actions, and arranging review/evaluation cycle</li> <li>• the use of case studies to guide the establishment of best practice</li> </ul>	<p>Pre-project Implementation</p>
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>The LEA and the school in partnership with the External Provider and the Reading and Math Specialists will provide intensive training and support for all teachers in specific strategies to address areas such as:</p> <ul style="list-style-type: none"> <li>• Curriculum-mapping,</li> <li>• Differentiation of teaching and learning</li> <li>• Personalization of learning</li> </ul> <p>During the regular PLC sessions, staff will also receive training and support in the use of Understanding by Design for curriculum mapping and Common Priority Program, and for the collaborative development and design of lesson plans based on student data and peer-observations.</p> <p>The school leadership team will also develop an Operational Handbook which addresses protocols and processes for a variety of instructional, behavioral and operational issues, including the use of data to guide instruction.</p>	<p>Year 1  ongoing</p>

**Turnaround SIG Required Activity – 7:** Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**Implementation Guidance**

Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
<p>1. The SEA and LEA provide access to timely data to schools.</p>	<p>With the introduction of Power School, School Net and Learnia, schools now have access to timely data.</p> <p>During the first year of implementation, the LTP and SLT will focus on ensuring that this data are used effectively by all staff and administrators to inform and differentiate instruction.</p>	<p>Pre-implementation</p> <p>Year 1</p>
<p>2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The introduction of scheduled grade level and content area PLCs will provide structured time for PD and staff collaboration.</p> <p>During the Summer Institute, teachers will learn about data analysis and begin working with previous year’s test results.</p> <p>During the grade level and content area PLCs, teachers will look at student data in a variety of forms, including formative assessments, student work and other components, under the guidance of the Reading and Math Specialists, the LTP and the Data Specialist and with the Data team.</p>	<p>Year 1</p>
<p>3. The LEA has established annual goals for student achievement.</p>	<p>The LEA will establish annual goals for student achievement. These goals will be disaggregated by grade level and sub-groups, including boys and girls</p> <p>During the Summer Institute, these goals will be shared with all staff. The LTP, SLT, Data Team and teachers will then develop achievement goals for each class and every student for the coming academic year, based on longitudinal data.</p>	<p>Pre-implementation</p> <p>Year 1</p> <p>Ongoing</p>

	Pre-implementation	Year 1 and ongoing
<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>	<p>The LEA has a range of ongoing diagnostic program in place to assess annual goals for student learning and effective practice.</p> <p>The school will supplement the LEA program by developing diagnostic tests for every grade, including subjects of math, ELA.</p> <p>These assessment will include:</p> <ul style="list-style-type: none"> <li>• LEARNIA</li> <li>• DRA</li> <li>• NJTAP-IN (Technology Assessment)</li> <li>• Internal teacher driven assessments</li> <li>• Assessments provided by external partner</li> </ul>	<p>Year 1 and ongoing</p>
<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process whereby teacher and administrator teams meet to review data and plan improvement.</p>	<p>The School Data team, inclusive of the Data Specialist and LTP, will meet with the Principal once a month to review and evaluate the implementation of the use of data to guide instructional change and its impact on student achievement.</p> <p>This meeting will also identify and make recommendations about adaptations and changes to the process to further enhance its effectiveness.</p> <p>In addition, the LEA, the school and the LTP will produce quarterly reports which provide a meta-analysis of the school progress.</p> <p>At the start of the school year, the school will hold a parents' evening meeting to introduce student progress data with parents.</p>	<p>Year 1 and ongoing</p>
<p>6. The LEA and school share student progress data with parents and students.</p>	<p>The school's Report Cards will include formative assessment data (reading levels, LEARNIA, unit assessments).</p> <p>Parent Conferences will be mandated for all students four times a year.</p> <p>After early identification, parents of at-risk students will be notified to develop learning plans for these students, in partnership with the parents.</p> <p>Students will be aware of achievement data through individual student portfolios.</p> <p>Authentic Inquiry and Personalization by Pieces and Personalization by Pieces will help students recognize and understand their own learning goals and data, by tracking their progress in 21<sup>st</sup> Century skills development, against a set of globally recognized and approved standards.</p>	<p>Year 1 and ongoing</p>

<b>Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.</b>		
<b>Implementation Guidance</b>		
<p>“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.</p>		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
<p>1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.</p>	<p>Worldwide research shows that there is a direct correlation between extended learning time and student achievement, provided that the extended time is used in an effective way to augment the traditional day.</p> <p>The starting point for most schools in enhancing learning time is to maximize the use of the time available within the current day. In many schools, modifications to the daily schedule, such as reducing the length and number of transitions, commencing the school with an advisory / learning session which coincides with the breakfast program, shortening the lunch break can generate between 30 – 60 minutes every day. In the average school this translates to between 90 and 180 minutes of expanded learning time.</p> <p>Many schools currently provide out-of-school programs. Unfortunately, these are rarely for all students and are frequently ‘bolt-on’ sessions which have little or no relevance to the curriculum taught in the main school.</p> <p>Extending the day for all students and integrating out-of school activities within the daily schedule can have a marked impact on the school culture and student achievement.</p> <p>Other schools have implemented alternate Saturday schools as a means to providing expanding learning time.</p> <p>Other schools have extended the school year by up to 20 days, thereby providing up to an additional 160 hours of learning time.</p> <p>Another approach, which although it does not actually increase the number of learning hours but which has proved to be highly successful, is amending the school year to reduce</p>	<p>Pre-implementation and ongoing</p>

	<p>the length of the summer break by taking more short frequent breaks during the year. This has the benefit of providing a series of breaks, usually at the end of 8 or 9 week grading periods, as well as reducing the transition time between one academic year and the next.</p> <p>Carver school is proposing to adopt a range of measures to extend learning time:</p> <ul style="list-style-type: none"> <li>• The School Day will begin at 8:25 AM and go until 4:30 PM. This measure will generate an additional 262.5 hours of learning time across the year. <i>Because of the neighborhood served by the school, extending the school day beyond 4:30 for all students is not viewed as safe, by the majority of stakeholders.</i></li> <li>• Extended School year to be implemented with students returning one week early in August, 2012.</li> <li>• Teachers will return in August for professional development for one week.</li> <li>•</li> </ul> <p>The LTP and LEA will be responsible for monitoring and evaluating the effectiveness of the expanded school year.</p>	<p>Pre-implementation</p> <p>Year 1 and ongoing</p>
<p>2. The LEA and school identify community needs and partnership opportunities.</p>	<p>The school is seeking to significantly expand its links with the local community. Its vision for this aspect it to be ‘school in the community – a community in the school.’</p> <p>The principal and LTP will act as dedicated liaisons between community and school.</p> <p>Through the introduction of Authentic Inquiry and Personalization by Pieces and Personalization by Pieces and their focus on 21<sup>st</sup> Century skills, students will develop volunteer groups to help with community efforts.</p> <p>Connections will be made with local medical and health facilities (such as dental or health clinics) to provide assistance to community and families.</p> <p>Connections will be made with faith-based organizations to support the community.</p> <p>The school will establish Parent University which will develop training programs and resources including parent-education resources for parents.</p> <p>The school will work with the local community to identify mentors for students and Authentic Inquiry partners.</p> <p>The school will also develop a print-rich community, establish financial literacy components, and incorporate language acquisition classes in Spanish, English, and Mandarin.</p>	

	<p>The school will develop university partnerships for student engagement and linking them with mentors from the university.</p>	Pre-implementation
<p>3. The LEA allocates funding for extended learning programs.</p>	<p>The LEA has agreed to allocate funds for extended learning hours including Saturday Academy. These will include stipends for staff and transportation.</p> <p>The LEA, the school and the LTP will also seek outside funding, or payment in kind, from philanthropic organizations, and local businesses to provide assistance to the community and families.</p>	Year 1-3
<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p>	<p>The school will develop a range of committees with stipends to coordinate parent and community partnerships.</p>	Year 1-3
<p>5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.</p>	<p>The LEAs and the LTP will provide ongoing continuous professional development for staff which will ensure that extended learning program is aligned with the school curriculum.</p> <p>These will include, for example:</p> <ul style="list-style-type: none"> <li>● Authentic Inquiry and Personalization by Pieces</li> <li>● Common Priority Planning and Design</li> </ul>	Year 1-3 Ongoing
<p>6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.</p>	<p>The school Data Team will include a sub-committee which will develop monitoring and evaluation processes and procedures to assess the progress and impact of all extended learning time activities, in addition to tracking trends in data between specific initiatives, such as Saturday Academy and Authentic Inquiry and Personalization by Pieces. This assessment will include the use of staff, student, parent and community surveys within Authentic Inquiry, Personalization by Pieces and the Saturday Academy.</p>	Year 1

**Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.**

**Implementation Guidance**  
Strategies to actively recruit and involve a broader sector of stakeholder support for school improvement undergirds LEA and school community involvement initiatives.

Evidence of Implementation Indicators	Implementation Description	Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>The LEA and the school are committed to fully implementing the Core Curriculum with fidelity and rigor. In recruiting an LTP, the LEA will seek to appoint a provider which has extensive experience and expertise in supporting schools with fully implementing a high quality Core Curriculum and Career and Technical Education program. The LTP and other external partners will provide training and support to ensure that there is vertical articulation and alignment as well as grade level pacing guides which focus on: academic content, skills and understanding.</p> <p>The Core Curriculum will be further enhanced by the introduction of Authentic Inquiry and Personalization by Pieces which focus on the development and application of 21<sup>st</sup> Century skills.</p> <p>The school will also introduce and develop a SEAL program which promotes the social and emotional aspects of learning through literature.</p> <p>In order to ensure the effective implementation of these programs, the school will review and revise its advisory program, especially in the middle grades.</p> <p>The School Counselor will work closely with the School Leadership Team, the principal the LTP and the LEA to develop effective community partnerships.</p>	<p>Pre-implementation</p> <p>Year 1 and ongoing</p>
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requiring partnering organizations to designate an employee at school to operate as a contact point for school, family, and community; developing joint financing of facilities and programs with community and local government).</p>	<p>They will seek to make connections with a range of community organizations including:</p> <ul style="list-style-type: none"> <li>● health services, police and social workers</li> <li>● university partnerships for student engagement, mentors from the university</li> <li>● local philanthropic groups</li> <li>● small and big business</li> <li>● faith-based organizations to support the community</li> </ul> <p>Authentic Inquiry and Personalization by Pieces are both very effective programs for facilitating student engagement in the community and community engagement with the school. For example, in order to implement both of these programs effectively, the school will seek community involvement to ensure that all students are provided with a learning mentor.</p>	<p>Year1 and ongoing</p>

<p>3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.</p>	<p>The school will develop a Community Partnership Committee involving students, parents, staff, and other stakeholders to develop and review services to be offered at the school site.</p> <p>The school will seek to develop 'wrap-around' services at the site including a Health Center /Medical Clinic within the school to serve students and families.</p>	<p>Year 1 and ongoing</p>
<p>4. Schools provide PD to ensure that staff members work effectively with partnering organizations.</p>	<p>The principal, LTP, Reading and Math Specialists will provide a range of PD activities to enable staff members to gain the confidence which they will need to actively embrace and work effectively with partnership organizations.</p> <p>Time will be planned within the Summer Institute and in the Professional Development Calendar for bi-weekly meetings.</p> <p>This PD will be facilitated by external partners with experience and expertise in community-based learning and will include partnering organizations working alongside teachers on educational programming/curricular integration.</p>	<p>Year 1 and ongoing</p>
<p>5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.</p>	<p>The school will establish a Community Partnership Committee which will report back to all stakeholders.</p> <p>Town Hall Meetings, dinners and social events will be held to gain input from community members.</p> <p>Community leaders will be actively encouraged to visit the school and be guest leaders at staff PD and community events.</p> <p>A variety of evaluation tools, including surveys, will be used to collate and analyze data form events and services.</p>	<p>Year 1 and ongoing</p>

<b>Turnaround SIG Required Activity – 10:</b> Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
<b>Implementation Guidance</b> The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.		
<b>Evidence of Implementation Indicators</b>	<b>Implementation Description</b>	<b>Timeline</b>
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA provides support to help the LEA and school make needed corrections.	The LEA has established processes and procedures to collect and analyze data at various key points during the year. The school, its LTP and the Data Specialist will be required to produce quarterly reports on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development.  The school will also report the results of: <ul style="list-style-type: none"> <li>• Diagnostic Assessments given in August</li> <li>• Formative Assessments for math, LAL, and science given two times throughout the year</li> <li>• Summative Assessment for math, LAL and science in June</li> </ul>	Pre-implementation  Ongoing
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators.	Pre-implementation and ongoing

<p><b>Turnaround SIG Permissible Activity – 11:</b> A turnaround model may also implement other strategies.</p>		
<p><b>Implementation Guidance</b> The strategies include:</p> <ul style="list-style-type: none"> <li>(i) Any of the required and permissible activities under the transformation model;</li> <li>(ii) A new school model (e.g., themed, dual language academy).</li> <li>(iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or</li> <li>(iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM).</li> </ul>		
<p><b>Evidence of Implementation Indicators</b></p>	<p><b>Implementation Description</b></p>	<p><b>Timeline</b></p>
<p><b>Providing operational flexibility and sustained support</b></p>	<p>In order to transform the school, there has to be a strategic operational change of role for the principal from the <b>managerial leader</b> to the <b>instructional leader</b>, resulting in an increase in time spent on improving teaching and learning.</p> <p>Educators acknowledge and research confirms that administrative duties greatly reduce the time and focus that principals can devote to instruction; however, principals have so far been unable to find a way to eliminate time as a barrier.</p> <p>Therefore, George Washington Carver School needs the autonomy and flexibility to modify the staffing structures thereby enabling them to create a series of key operational positions all of which are designed to enable the principal to appropriately delegate specific management tasks to other staff. This will ensure that the principal has sufficient time to provide strategic leadership and direction by placing an unrelenting focus on instructional leadership. The three operational positions are:</p> <ol style="list-style-type: none"> <li>1. <b>School Operations Manager</b> – George Washington Carver School will adopt an approach similar to the one advocated in the highly acclaimed School Administration Manager (SAM) Project. Since 2002, this project has guided principals to distribute management responsibilities and work with classified, or support staff, to keep routine management administration work from pulling the principal away from instructional leadership work. There is a variety of SAM models, but in order to transform George Washington Carver School, we advocate the creation of a new operational position.</li> <li>2. <b>Data Specialist</b> - The Data Specialist will be responsible for developing, managing, analyzing, and packaging all currently available and newly developed sources of student achievement data. The SADS will package this information to address the needs of administrators and teachers to drive increased levels of student achievement. This full-time position will incrementally increase student and school achievement</li> </ol>	<p>Year 1</p>

	<p>beyond what is otherwise possible.</p> <p>3. <b>Behavioral Specialist</b> – This specialist will problem-solve with student support teams regarding students with challenging behaviors, resolve immediate concerns, issues and resources related to the needs of individual or groups of students, design systems of positive behavioral supports and act as a resource to families, students and school staff to disseminate information relative to services available.</p>	

**Commitment Control Budget Details**

Business Unit	Ledger Group	Hard Stop %	Fund	Sub-Fund	Program	Function	Acct-Object	Loc	Strategy	Rgn	Bu
NPS01	CC_EXP_GRP	75	10	11	190	100	320	401	000	000	20

Display Chart

Ledger Amounts

<b>Budget:</b>	674,000.00 USD			<b>Max Rows:</b> <input type="text" value="100"/>
<b>Expense:</b>	0.00 USD			<u>Attributes</u>
<b>Encumbrance:</b>	0.00 USD			Parent / Children
<b>Pre-Encumbrance:</b>	352,500.00 USD			Associated Budgets

Associate Revenue: 0.00 USD  
 Available Budget

Without Tolerance: 321,500.00 USD **Percent:** (47.7%) Forecasts

Budget Exceptions

Exception Errors: 0 **Exception Warnings:** 0 Budget Exceptions

## **Annual Student Targets – Form S8**

Learnia**DRAFT**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

**Form S-8**

Date: April 26, 2011

Page 1 of 4

**ANNUAL STUDENT TARGETS**

LEA : Newark Public Schools

Name of School: George Washington Carver

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: <u>3-5</u>	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	23.9%	31.5%	45.2%	61.6%	State Assessment	38.5%	44.6%	55.7%	69.0%
Students with Disabilities	State Assessment	0.0%	10.0%	28.0%	49.6%	State Assessment	7.1%	16.4%	33.1%	53.2%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	24.4%	32.0%	45.6%	61.9%	State Assessment	38.1%	44.3%	55.5%	68.8%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	23.0%	30.7%	44.6%	61.2%	State Assessment	36.9%	43.2%	54.5%	68.2%

**DRAFT**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

**Form S-8**

Date: April 26, 2011

**ANNUAL STUDENT TARGETS**

LEA: Newark Public Schools

Name of School: George Washington Carver

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 6-8	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students	State Assessment	28.4%	35.6%	48.5%	63.9%	State Assessment	22.1%	29.9%	43.9%	60.7%
Students with Disabilities	State Assessment	6.0%	15.4%	32.3%	52.6%	State Assessment	7.1%	16.4%	33.1%	53.2%
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment	28.2%	35.4%	48.3%	63.8%	State Assessment	22.3%	30.1%	44.1%	60.9%
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment	33.3%	40.0%	52.0%	66.4%	State Assessment	16.7%	25.0%	40.0%	58.0%
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment	26.0%	33.4%	46.7%	62.7%	State Assessment	20.7%	28.6%	42.9%	60.0%

**DRAFT**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

**Form S-8**

Date: April 26, 2011

**ANNUAL STUDENT TARGETS**

LEA : Newark Public Schools Name of School: George Washington Carver

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 3-5										
Total Students	Learnia	9.5%	18.6%	34.9%	54.4%	Learnia	7.0%	16.3%	33.1%	53.1%
Students with Disabilities	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	0.0%	10.0%	28.0%	49.6%
Limited English Proficient Students	Learnia					Learnia				
White	Learnia					Learnia				
African-American	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	7.1%	16.4%	33.1%	53.2%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia					Learnia				
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	0.4%	10.4%	28.3%	49.8%	Learnia	0.7%	10.7%	28.5%	50.0%

**DRAFT**

Supersedes any other communications – Issued 3-18-2011 – 3:30 pm

**Form S-8**

Date: April 26, 2011

**ANNUAL STUDENT TARGETS**

LEA : Newark Public Schools Name of School: George Washington Carver

GRADE SPAN & SUBGROUP	LANGUAGE ARTS				MATHEMATICS					
	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target	Name of Measurement	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 6-8										
Total Students	Learnia	25.6%	33.0%	46.4%	62.5%	Learnia	2.6%	12.4%	29.9%	50.9%
Students with Disabilities	Learnia	8.0%	17.2%	33.8%	53.6%	Learnia	2.0%	11.8%	29.4%	50.6%
Limited English Proficient Students	Learnia					Learnia				
White	Learnia					Learnia				
African-American	Learnia	0.0%	10.0%	28.0%	49.6%	Learnia	3.3%	13.0%	30.4%	51.3%
Asian/Pacific Islander	Learnia					Learnia				
American Indian/Native American	Learnia					Learnia				
Hispanic	Learnia					Learnia				
Others	Learnia					Learnia				
Economically Disadvantaged	Learnia	5.0%	14.5%	31.6%	52.1%	Learnia	0.8%	10.7%	28.6%	50.0%

**Form S-9**

Use only one model template for each school.

Date: April 26, 2011

**PROJECT ACTIVITY PLAN - TURNAROUND**

LEA: Newark Public Schools

Name of School: George Washington Carver

<p><b>SIG Required Activity – 1 Turnaround</b></p>	<p>Replace the principal and grant the new principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>						
<p><b>SMART Goal:</b></p>	<p><b>In demonstrating rapid progress, the school will meet all NCLB targets, achieving adequate yearly progress for all groups and increase rates of progress for all other non-transient students in line with local expectations.</b></p>						
<p><b>Indicators of Success:</b></p>	<p>1. Identified subgroups will meet or exceed NCLB AYP targets                  2. In testing grades, for all students who are in at least their second year at the school, each grade level cohort will reduce by 50% the gap between the proportion of students at level proficiency or above on the previous year’s NJASK LAL and math tests, and by 75% at advanced level                  3. All students will make progress in line or above locally agreed expectations in reading, writing and mathematics.</p>						
<p><b>SBR Practice to Address Goal:</b></p>	<p><b>Establishment of vision and mission</b>  <b>Determining rapid progress in year 1 to ensure successful academic outcomes for all students by the end of year 3</b>  <b>Confirmation of unyielding expectations that all students will learn</b>  <b>Frequent monitoring of student progress</b>  <b>Immediate responses to struggling students with no excuses</b>  <b>Consistent improvement of teaching through job-embedded training and developmental feedback</b>  <b>Uninterrupted and adequate time on core subjects</b>  <b>Safe and orderly environment</b>  <b>Strong home/school connection</b>  <b>Strong leadership and management practices</b></p>						
<p><b>Description of Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Resources</b> (List all items from budget with page #)</p>	<p><b>Documentation</b></p>	<p><b>Q1</b></p>	<p><b>Q2</b></p>	<p><b>Q3</b></p>	<p><b>Q4</b></p>
<p>1 New principal appointed</p>	<p>Superintendent</p>		<p>Letter of appointment</p>	<p>Δ</p>			
<p>2 Confirmation of reasons for failure through repeated data analysis exercise - guided by expert support</p>	<p>Principal, appropriate members of the existing staff and LEA                  Lead Turnaround Partner (LTP)</p>	<p>Budget Form C</p>	<p>Needs Assessment and Root Causes Document</p>	<p>Δ</p>			

3	Development of internal whole school assessment cycle - November 2011, February 2012 and May 2012 with corresponding assessment tools for measuring student growth in reading, writing and mathematics.	Principal, teacher teams, LTP	Budget Form C	Assessment cycles and assessment instruments	Δ		
4	Creation of targets for all testing grades, student by student, demonstrating growth as per the success indicators and including interim benchmarks for Q1 and Q2 to allow the school to carry out rigorous self-review and evaluation	Principal Appropriate members of the existing staff and LEA LTP	Budget Form A Budget Form C	Benchmarks of Acceptable Performance by Grades and broken out by quarters	Δ	Δ	
5	Share targets with all stakeholders to clearly demonstrate the setting of high expectations for student learning.	Principal, turnaround partner, LEA SOM LTP	Budget Form A Budget Form C	Sign in/attendance sheets Agendas	Δ		
6	Revisit existing school vision and mission statements to ensure that they convey the rapid need to improve as demanded by agreed targets. Make preliminary adaptations pending further whole staff revisions in Q1	Principal, teacher representatives, parent representatives, LTP	Budget Form C Budget Form D	Revised vision and mission statements	Δ		
7	Presentation to staff, parents and LEA of agreed targets and interim benchmarks to existing staff. Confirmation of school's vision and mission to achieve these targets.	Principal and LTP SOM Data Specialist	Budget Form A Budget Form C	Sign in/attendance sheets Agendas	Δ		
8	Meeting of new and existing staff for day for team building activities , focused discussion regarding student targets (whole school, grade level, subject level, sub-groups and individuals) and Vision and Mission confirmation.	Principal LTP	Budget Form A Budget Form C	Agenda, minutes from meeting	Δ		
9	Create a time-line for tasks and actions in all months from April 2011-August 2012 to guide clear management and communication.	Principal and LTP	Budget Form C	Action plan	Δ	Δ	Δ
10	In August 2011, create whole school mid- and long-term professional development plan to address all needs as identified through Professional Dialogues and in Personal Professional Plans. This plan will be revised and improved through the school's self-evaluation and review processes during Year 1.	Principal Reading, Math Specialists LTP	Budget Form A Budget Form C	Detailed Professional Development Plan	Δ		

11	Assess and revise faculty meeting times, common planning time, formative assessments; adjust school calendars and implement with fidelity.	Principal and SILT SOM LTP	Budget Form A Budget Form C	Revised and agreed school calendar	Δ	Δ	Δ	Δ
12	Plan strategy for training and implementation of Effective Classroom Strategies for all staff on rolling cycle. Begin cycle with appointed specialists and leaders to observe and train next cohort of staff. All staff trained by end of Q2	Principal Reading, Math Specialists LTP	Budget Form A Budget Form C	Detailed plan for Effective Classroom Observation which includes persons responsible, goals and timeline	Δ	Δ	Δ	

<p><b>SIG Required Activity – 2 Turnaround</b></p>	<p>Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff.</p>						
<p><b>SMART Goal:</b></p>	<p><b>All existing staff will meet or exceed the expected levels of effectiveness by June 2011 and all new hires by October 2011</b></p>						
<p><b>Indicators of Success:</b></p>	<p>1. 100% of all staff rehired to the school use school assessment data to show evidence of progress for all students by June 2011. 2. 100% of all newly hired teachers use school assessment data to show evidence of progress for all students by November 2011</p>						
<p><b>SBR Practice to Address Goal:</b></p>	<p><b>With guidance and support from the LEA, the school will conduct full evaluation of existing staff by April 30 2011. In accordance with all actions in Activity 4, new staff will be hired by June 30. Performance will be evaluated by measures agreed in Personal Professional Plans, using the locally adopted competencies, by December 2011, March 2012 and June 2012.</b></p>						
<p><b>Description of Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Resources</b> (List all items from budget with page #)</p>	<p><b>Documentation</b></p>	<p><b>Q1</b></p>	<p><b>Q2</b></p>	<p><b>Q3</b></p>	<p><b>Q4</b></p>
<p>1 Pinpoint staff members who immediately have reservations about their individual or the school’s ability to achieve challenging goals.</p>	<p>Principal, Lead Turnaround Partner and LEA</p>		<p>A List of staff members so identified</p>	<p>Δ</p>			
<p>2 Using a combination of recent and past observations of teaching and learning, student assessment data and information from the Professional Dialogue meeting, group teachers in three tiers: 1. Those who demonstrate good skills, knowledge, commitment and expectations promote rapid student growth 2. Those who have the potential to do so with support 3. Those who do not demonstrate the necessary skills, knowledge, commitment and expectations to promote rapid student growth.</p>	<p>Principal LTP</p>	<p>Budget Form C</p>	<p>A List of staff members so identified</p>	<p>Δ</p>			
<p>3 Create professional plans for teachers in Tier 1 and those teachers in Tier 2 who demonstrate a significant sense of urgency, convey a clear understanding of the need for rapid growth and who unequivocally believe that students are able to learn (in total not exceeding 50% of the existing</p>	<p>Principal and LTP</p>		<p>Professional Improvement Plans for teachers so identified</p>	<p>Δ</p>	<p>Δ</p>	<p>Δ</p>	<p>Δ</p>

	staff). Plans should include clear goals for teacher development with specific targets that demonstrate improvements for individual or groups of students by June 2011								
4	In May 2011, begin implementation of the agreed recruitment plan.	Principal LEA	Principal		Hiring plan, CV's	Δ			
5	By December 2011, Q1 School Self-Evaluation and Review completed by the following process: Q1 internal student assessments completed, graded, data compiled, analyzed and reported; Senior Leadership Team review of data at subject, grade, class, cohort, teacher, sub-group and individual levels; Compilation of all observations of teaching and learning; Teacher reflection and self-evaluation completed against targets from Personal Professional Plan; Individual Professional Dialogues completed and targets adjusted accordingly; School Quality Review by external partners to create baseline report by which to measure progress in Q2 and Q3. Report produced.	Principal SILT, LTP			Various instruments for identified activities	Δ	Δ	Δ	
6	Teachers identified as 'failing to meet student needs in more than two targets' notified	Principal			Locally agreed criteria for dismissal. Letters given to teachers and placed in their files	Δ			
7	Teachers identified as 'at risk of failing to meet student needs in more than one target' notified. Additional short-term improvement targets created for evaluation by February 2012.	Principal			Letters, adjusted professional improvement plan	Δ	Δ		
8	Teachers identified as exceeding Q1 short-term targets rewarded as per the agreed incentive plan.	Principal LTP SIG Office			Incentive plan List of teachers so identified	Δ			
9	Replacement staff hired, as per the school's agreed recruitment process by November 30, 2011. During December, new staff members work alongside staff members who will leave the school by end of	LEA Principal			Recruitment plans	Δ			

	December 2011.									
10	In order to promote rapid progress, SILT and LTP create plans for intensive job-embedded support for all teachers identified 'at risk of failing to meet student needs in more than one target'.	Principal SILT Reading and Math Specialists LTP	Budget Form A Budget Form C	Job-embedded PD plans						
11	Between December 2011 and March 2012, intensive support for all teachers identified 'at risk of failing to meet student needs in more than one target'.	Principal SILT Reading and Math Specialists LTP	Budget Form A Budget Form C	Job-embedded PD plans						
12	By end of March 2012, implement Q2 Self-Evaluation and Review Process as Action step. An additional aspect of Q2 process will be to measure the effectiveness of all support Action step. Evaluations will follow the locally agreed procedures.	Principal SILT Reading and Math Specialists LTP	Budget Form A Budget Form C	Evaluation instruments and reports						Δ
13	Actions taken to support or replace underperforming teachers and other certified staff.	Principal LEA		Letters of transfer/intent to terminate						Δ
14	By end of June 2012, new staff appointed and placed through rigorous review process.	Principal LEA LTP		Evaluation instruments and reports						Δ
15	Actions taken to support or replace underperforming principal.	LEA SIG Office		Letter of transfer/intent to terminate						Δ

<p><b>SIG Required Activity – 3 Turnaround</b></p>	<p>Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.</p>						
<p><b>SMART Goal:</b></p>	<p>By July 31st 2011 there will be a full complement of staff with the necessary competencies to promote rapid student progress, all teachers will understand that their performance will be measured by student growth benchmarks and performance incentives will strongly encourage teachers' long-term commitment.</p>						
<p><b>Indicators of Success:</b></p>	<p>1. All staff members have clear job descriptions that identify specific roles, responsibilities, tasks and accountability structure for their position.  2. All staff members know and understand benchmark targets set for student growth by each reporting period and demonstrate effective teaching supports progress towards these targets.</p>						
<p><b>SBR Practice to Address Goal:</b></p>	<p>Use school context and student data to create detail recruitment plan</p>						
<p><b>Description of Action Steps</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Resources</b> (List all items from budget with page #)</p>	<p><b>Documentation</b></p>	<p><b>Q1</b></p>	<p><b>Q2</b></p>	<p><b>Q3</b></p>	<p><b>Q4</b></p>
<p>1 Principal to be supported in creating a detailed plan and general procedures for staff recruitment, based on renewed analysis of school context, student needs and staff vacancies. This plan should include:  The identification of the selection committee  Protocols for advertising posts  Protocols and procedures for screening resumes  Interview arrangements  Scoring mechanisms for all interviewed candidates  Protocols for final selections  Notification arrangements</p>	<p>Principal, Turnaround Partner, LEA</p>	<p>Budget Form C</p>	<p>NJASK and NCLB data  Teacher assessment data  Lesson observations  Staff discussions  Recruitment plan</p>	<p>Δ</p>			
<p>2 Create specifications and job descriptions for all available posts. These will include the following already identified needs:  Behavioral Specialist  Reading Specialist  Mathematics Specialist  Science Lead Teacher</p>	<p>LEA  HR  SIG Office</p>		<p>Job descriptions</p>	<p>Δ</p>			
<p>3 Advertise locally, within the State and nationally to secure maximum response to specifically identified staffing needs.</p>	<p>LEA</p>		<p>Job postings</p>	<p>Δ</p>			
<p>4 Identify all potential candidates for each vacant position</p>	<p>LEA, Principal, HR</p>		<p>CVs</p>	<p>Δ</p>			
<p>5 Guided by local agreements, create the</p>	<p>SIG Office</p>		<p>Performance management</p>	<p>Δ</p>			

<p>school's performance incentive plan. The plan should include:  Salary bonuses for teachers who affect progress in excess of agreed targets  Leadership develop opportunities for teachers who demonstrate excellent classroom practice (to support the development of others in the school)  Opportunities to attend conferences and external trainings to support further development of targeted areas (when progress is already noted)  Opportunities to visit other schools where effective practice has been noted that would further enhance progress towards agreed targets.  Non-financial rewards for commitment to the students that go above and beyond the expectations laid out in job descriptions.</p> <p>NB: Performance incentives should be clearly and fully explained for all existing staff and at interviews and for new hires</p>	<p>Principal  NTU  CASA</p>					
6			<p>Performance management  Performance management</p>	<p>Δ  Δ</p>		
7			<p>Recruitment plan</p>			
8			<p>Form A</p>			
9				<p>Δ</p>		
10					<p>Δ</p>	
11						<p>Δ  Δ</p>

12.	In May and June 2012, repeat as necessary all recruitment plans as agreed in Activity 1 (above).	Principal, LTP LEA	Budget Form C	NJASK and NCLB data Teacher assessment data Lesson observations Staff discussions Recruitment plan			Δ	
13.	In July 2012, revise staffing structures to reflect staff improvements and growing ability to support growing school wide capacity building strategies. These plans should reflect all intentions of the agreed-upon performance incentives plan.	Principal, SILT, LTP, SIG Office	Budget Form C	Revisions to plans			Δ	
14.	Between August and November 2012, implement all revised plans for staffing structures and evaluate progress against agreed targets.	Principal, SILT, LTP	Budget Form C	Evaluation instrument and reports				Δ

<b>SIG Required Activity – 4 Turnaround</b>	Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.						
<b>SMART Goal:</b>	By July 15, 2011, all staff will have individualized Professional Development Plans that align with rigorously identified whole school needs to promote rapid student learning. These plans will include: Three short-term targets to be achieved by end of Q1 (December 2011) Clear measures by which to evaluate achievement of targets One mid-term target to be achieved by end of Q2 (March 2011) One long-term target to be achieved by end of Q3 (June 2011) Specific arrangements for job-embedded professional development in relation to identified needs Additional training arrangements (whole staff, external, beyond school day etc) Quarterly evaluation procedures						
<b>Indicators of Success:</b>	1. 80% of staff meet short-term targets by December 2011 2. 90% of staff meet mid-term targets by March 2012 3. 95% of staff meet long-term targets by June 2012						
<b>SBR Practice to Address Goal:</b>	Following the identification of existing staff members who will remain at the school, during May and June 2011, all resources will be used to immediately support development and improvement, as denoted by Professional Development Plans. Throughout July and August 2011, provide intensive professional development, training and collaboration time to ensure that all curriculum plans are fully ready for Q1 implementation.						
<b>Description of Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1 In August, 2011, provide intensive professional development for all staff in the following priority areas:  The teaching of reading and writing across all subjects Data Analysis Differentiation Behavior Management Curriculum and lesson design through the Understanding by Design principles (backwards planning) – to include interdisciplinary unit design.	Principal, LTP,	Budget Form C	Professional development plans	Δ			

2	Support for grade level planning in August 2011 (see Activity 6, Action 8)	Grade Level Leaders Principal Reading, Math Specialists LTP			Δ		
3	During common planning time – professional development in Common Priority Program (CPP) and the establishment of PLCs	Principal, Reading, Math Specialists Data Specialist LTP, External experts	Budget Form A Budget Form C	Training plans and training packages	Δ	Δ	
4	Training led by science lead teacher for all staff at whole school PD and at common planning time for grade levels – focus on all grades – Pre-K through 8	Lead science teacher	Budget Form C	Training plans and training packages		Δ	Δ
5	Embedded PD provided by specialists and leaders to address ongoing identified needs from effective classroom observations, monitoring of curriculum and lesson planning, and student assessment data. PD provide in content teams, grade level teams, teachers with similar needs, 1;1 mentoring, peer mentoring and support	Principal Reading and Math Specialists Data Specialist LTP	Budget Form A Budget Form C	Training materials Observations Needs assessment Teacher surveys	Δ	Δ	Δ

<b>SIG Required Activity – 5 Turnaround</b>	Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.						
<b>SMART Goal:</b>	The school makes local decisions based on identified student needs and sets targets for improvement that will be evaluated by the LEA before July 31, 2011						
<b>Indicators of Success:</b>	1. 95% success in each indicator from Activity 1 2. 95% success in each indicator from Activity 4						
<b>SBR Practice to Address Goal:</b>	In agreement with the LEA, the principal will work alongside a LTP and a representative of the Turnaround Office to design and implement all turnaround plans. The principal will be evaluated by his ability to successfully implement plans as measured by success indicators included in the SIG application and by additional measures agreed with the LEA. Evaluation will be informed by: Feedback from bi-monthly meetings of the School Turnaround Committee (a committee designated by the LEA that will include non-teaching staff, teaching staff, parent and community representation, alongside school leaders, the Lead Turnaround Partner, the Turnaround Office and other LEA representation; Ongoing school self-evaluation and review reported in each quarter; Student, staff, parent and community surveys and feedback in Q1 and Q3; Internal assessment results (as per the agreed assessment cycle) NJASK test results						
<b>Description of Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1 Revisit Vision and Mission and present to staff and community	Principal, SOM, SILT, parents, LTP	Budget Form A Budget Form C Budget Form D		Δ			Δ
2 Create recruitment plans that reflect data driven designs to fill identified gaps and need for leadership at multiple levels of school work.	Principal LTP SIG Office		Recruitment policy and procedures	Δ			Δ
3 Implement the LEA teacher evaluation processes with fidelity and consistency. Support all formal observations with evidence of continuous ECO, feedback and target setting based on effective classroom observations..	Principal, VPs LTP		Evaluation instruments, observation instruments	Δ	Δ	Δ	Δ
4 Implement the performance incentive system with consistency	Principal, VPs		Incentive plan Teacher performance reviews	Δ	Δ	Δ	Δ
5 Use success indicators, teacher targets and student assessment data to identify carefully that performance incentives are rewarded accurately	Principal Data Specialist LTP		Incentive plan Teacher performance reviews	Δ	Δ	Δ	Δ

6	Fully implement the school's agreed procedures for Self-Evaluation and Review to facilitate accurate reporting to parents and LEA	Principal, SILT, Reading and Math Specialists, LTP			Δ	Δ	Δ	Δ
7	Implement the agreed-upon processes for supporting teachers identified as at risk of failing students' learning needs.	Principal, VPs, Reading and Math Specialists, LTP	Budget Form A Budget Form C	Professional Improvements Plans	Δ	Δ	Δ	Δ
8	Implement policies and procedures for performance based dismissals, adhering to all LEA agreement, Newark Teachers Union and CASA bargaining.	LEA Principal		MOU, teacher contracts, dismissal procedures	Δ	Δ	Δ	Δ
9	Guided by rigorous data analysis, revise interventions, adjust scheduling and take all necessary immediate action to support students who are at risk of not achieving benchmark targets.	Principal, SILT, Reading and Math Specialists Data Specialist LTP	Budget Form A Budget Form C	Various forms of assessments, intervention plans	Δ	Δ	Δ	Δ
10	Follow LEA procedures for leadership evaluation.	Principal LTP SIG Office	Budget Form C	Evaluation instrument and reports	Δ	Δ	Δ	Δ

<b>SIG Required Activity – 6 Turnaround</b>	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.																																
	<p><b>By August 31, 2011, for all subjects and in all grades, the instructional program will include:</b></p> <ul style="list-style-type: none"> <li>Curriculum maps</li> <li>Long-term plans</li> <li>Medium-term plans for Q1</li> <li>Short-term plans for September 1</li> </ul> <p><b>By December 31, 2011, the instructional program will include:</b></p> <ul style="list-style-type: none"> <li>Medium-term plans for Q2</li> <li>Short-term plans for January 1</li> </ul> <p><b>By March 31, 2012, the instructional program will include:</b></p> <ul style="list-style-type: none"> <li>Medium-term plans for Q3</li> <li>Short-term plans for April 1</li> </ul>																																
<b>Indicators of Success:</b>	<ol style="list-style-type: none"> <li>1. The school's curriculum program will be fully aligned to State standards, provide for the progressive development of student's skills and knowledge, and support adaptations to meet the needs of all achievement groups.</li> <li>2. 95% teachers effectively use long- and medium-term plans to create short-term plans that are differentiated, age appropriate and relevant to students' interests to promote rapid student progress.</li> </ol>																																
<b>SBR Practice to Address Goal:</b>	<p><b>Curriculum Committee to review and evaluate current instructional program and all support resources. In response to identified student needs, decisions made regarding core instructional resources for the whole school writing, mathematics, science and social studies. Committee to create a policy statement for the whole school curriculum, clearly identifying the school's philosophy and intent. This policy to clearly indicate that curriculum is not a set of text books and resources, but the clearly planned objectives and strategies for learning that will enable students to achieve expected standards, supported by the use of text books and other resources. Policy documents created for all subject areas stating aims, objectives, expected standards by end of grade level, strategies for delivery, and assessment and reporting arrangements.</b></p>																																
<b>Description of Action Steps</b>	<table border="1"> <thead> <tr> <th data-bbox="462 472 511 661"></th> <th data-bbox="462 661 511 808">Person(s) Responsible</th> <th data-bbox="462 808 511 955">Resources (List all items from budget with page #)</th> <th data-bbox="462 955 511 1102">Documentation</th> <th data-bbox="462 1102 511 1249">Q1</th> <th data-bbox="462 1249 511 1396">Q2</th> <th data-bbox="462 1396 511 1543">Q3</th> <th data-bbox="462 1543 511 1690">Q4</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 472 560 661">1</td> <td data-bbox="511 661 560 808">Principal, curriculum committee, Reading and Math Specialists, LTP</td> <td data-bbox="511 808 560 955">Budget Form A Budget Form C</td> <td data-bbox="511 955 560 1102">Recommendations for curriculum resources</td> <td data-bbox="511 1102 560 1249">Δ</td> <td data-bbox="511 1249 560 1396"></td> <td data-bbox="511 1396 560 1543"></td> <td data-bbox="511 1543 560 1690"></td> </tr> <tr> <td data-bbox="560 472 609 661">2</td> <td data-bbox="560 661 609 808">Principal, curriculum committee, Reading and Math Specialist, LTP</td> <td data-bbox="560 808 609 955">Budget Form A Budget Form C</td> <td data-bbox="560 955 609 1102">Policy document</td> <td data-bbox="560 1102 609 1249">Δ</td> <td data-bbox="560 1249 609 1396"></td> <td data-bbox="560 1396 609 1543"></td> <td data-bbox="560 1543 609 1690"></td> </tr> <tr> <td data-bbox="609 472 657 661">3</td> <td data-bbox="609 661 657 808">Principal, Reading and</td> <td data-bbox="609 808 657 955">Budget Form A</td> <td data-bbox="609 955 657 1102">Training materials,</td> <td data-bbox="609 1102 657 1249">Δ</td> <td data-bbox="609 1249 657 1396">Δ</td> <td data-bbox="609 1396 657 1543">Δ</td> <td data-bbox="609 1543 657 1690">Δ</td> </tr> </tbody> </table>		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4	1	Principal, curriculum committee, Reading and Math Specialists, LTP	Budget Form A Budget Form C	Recommendations for curriculum resources	Δ				2	Principal, curriculum committee, Reading and Math Specialist, LTP	Budget Form A Budget Form C	Policy document	Δ				3	Principal, Reading and	Budget Form A	Training materials,	Δ	Δ	Δ	Δ
	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4																										
1	Principal, curriculum committee, Reading and Math Specialists, LTP	Budget Form A Budget Form C	Recommendations for curriculum resources	Δ																													
2	Principal, curriculum committee, Reading and Math Specialist, LTP	Budget Form A Budget Form C	Policy document	Δ																													
3	Principal, Reading and	Budget Form A	Training materials,	Δ	Δ	Δ	Δ																										

	support to fully understand State standards and related learning objectives.	Math Specialists, LTP	Budget Form C				
4	Leaders agree on the format for all planning documents and receive intensive support to fully understand curriculum and lesson planning through a backwards design process.	Principal, SILT, Reading and Math Specialists, Data Specialist LTP	Budget Form A Budget Form C	Formats for planning documents	Δ		
5	Purchase curriculum resources to support core programs and fill identified gaps. To include all technology needs as identified by the Curriculum Committee in response to students' needs	Curriculum committee, SILT SOM LTP	Budget Form C Budget Form D	List of curriculum resources, purchase orders, invoices	Δ		
6	Training for curriculum specialists and other new leaders in curriculum design – intended to support teacher teams. Agreement on planning tools and expectations of teachers. Short-term plans to include specific formative/summative assessments to ascertain quality of learning in lessons and by end of learning block.	Principal, LTP	Budget Form C	Training materials, reflections	Δ		
7	Intensive training in 'backwards planning' processes during Summer Institute for teachers.	LTP	Budget Form C	Training materials, staff reflections	Δ		
8	Grade level planning in August 2011 – teacher teams with support provided by trained leaders	Principal, Reading and Math teachers and specialists	Budget Form C	Curriculum maps, pacing guides	Δ		
9	Curriculum evening for parents and community, led by teachers. - prior to opening of school	Teachers, Reading and Math Specialists SOM .TP	Budget Form A Budget Form C Budget Form D	Curriculum summaries	Δ		
10	Implementation of Mid-term plans for Q1 – all short-term plans for learning in lessons monitored and evaluated by coaches and other leaders. Feedback provided in written format with clear targets for improvement.	Principal, LTP, Reading and Math Specialists and Data Specialist, LTP	Budget Form A Budget Form C	Feedback documents	Δ		
11	Effective classroom observations to support the evaluation of the effectiveness of planning and provide developmental feedback for all teachers	Principal, VPs, Reading and Math Specialists, LTP	Budget Form A Budget Form C	ECO instrument	Δ	Δ	Δ
12	Job-embedded PD demonstrating effective planning and teacher assessment.	Reading and Math Specialists, LTP	Budget Form A Budget Form C	Agendas, training materials, notes, teacher reflection	Δ	Δ	Δ
13	Late November/early December - extended common planning time for all grade levels to create medium-term plans for Q2	Reading and Math Specialists, grade level leaders, LTP	Budget Form A Budget Form C	Detailed plans	Δ		

14	Ongoing monitoring and feedback on short-term planning for targeted teachers	Reading and Math Specialists, VPs, principal, LTP	Budget Form A Budget Form C	Feedback documents		Δ	Δ	Δ
----	--	---	--------------------------------	--------------------	--	---	---	---

<b>SIG Required Activity – 7 Turnaround</b>		Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.						
<b>SMART Goal:</b>		<b>By June 2012, data regularly and rigorously supports individual teacher preparation time, common planning time, self-evaluation and review processes, dialogues between teachers and students, and reporting to parents.</b>						
<b>Indicators of Success:</b>		1. 95% of teachers create challenging and attainable targets for students, and students and parents fully understand the targets set for academic, social and personal growth and outcomes. 2. Teachers make effective use of data to set interim benchmark to measure progress towards long-term goals. 3. 95% of lessons meet the needs of individuals and groups of students.						
<b>SBR Practice to Address Goal:</b>		<b>The LEA and Lead Turnaround Partner will provide initial support to principal and other school leaders to carry out refined and intensive data analysis to complete Activity 1, Action in pre-implementation phase</b>						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Provide leadership and job embedded training	Principal, LTP, external pd providers	Budget Form C	Training materials, agendas	Δ	Δ	Δ	Δ
2	At Summer Institute, provide intensive training for teachers in range of data collection, analysis of data to analyze priority messages, item analysis, analysis by all subgroups, creating goals and targets and reporting from data to leaders, students and parents	LTP	Budget Form C	Training materials, staff reflections	Δ			
3	Implement expectations for consistent and regular use of data during common planning time and prep sessions.	Principal, Reading and Math Specialists, PLC facilitators, LTP	Budget Form A Budget Form C	Agendas, meeting notes	Δ	Δ	Δ	Δ
4	Provide differentiated activities and job-embedded PD for all teachers who require specific or additional support	Principal, Reading and Math Specialists, LTP	Budget Form A Budget Form C	Notes	Δ	Δ		
5	Facilitate additional time for teachers to share, reflect upon and prioritize actions following grading of internal assessments in Q1, Q2, Q3, Q4	Principal LTP		Adjusted schedules	Δ	Δ	Δ	Δ
6	Make use of PLCs to develop understanding and use of data, with emphasis on the continual improvement of school tools, processes and use.	Reading and Math Specialists, PLC facilitators Data Specialist LTP	Budget Form A Budget Form C	Meeting notes	Δ	Δ	Δ	Δ
7	Make rigorous use of school wide data to inform the self-evaluation and review processes	Principal, SLT Data Specialist LTP	Budget Form A Budget Form C	Evaluation instrument and reports	Δ	Δ	Δ	Δ

8	Create and implement clear, concise and accurate methods of reporting data to leaders, students, parents and the wider community.	Principal, SLT, Data Specialist LTP SOM	Budget Form A Budget Form C Budget Form D	Newsletters, flyers, progress reports,	Δ	Δ	Δ	Δ
9	Use data analysis to refine benchmark targets and achievement goals.	Principal, SILT data teams, Data Specialist LTP		Revised benchmarks	Δ	Δ	Δ	Δ
10	Use carefully collated, analyzed and presented data for renewal planning and application.	Data Specialist, Reading and Math Specialists, grade level leaders LTP	Budget Form A Budget Form C	Revised planning documents				Δ

<b>SIG Required Activity – 8 Turnaround</b>		Establish schedules and implement strategies that provide increased learning time for all students.						
<b>SMART Goal:</b>		<b>Learning time is maximized to promote rapid rates of progress</b>						
<b>Indicators of Success:</b>		1. By Q1, 80% of students meet interim benchmarks 2. By Q2, 90% of students meet interim benchmarks 3. By Q3, students meet targets as per success indicators for Activity 1						
<b>SBR Practice to Address Goal:</b>		<b>Through processes of rigorous data analysis and target setting, the school will identify those aspects of student learning that will be most effectively supported by extended learning time. Scheduling will reflect these data-driven decisions.</b>						
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Establish schedules where time afforded to the development of reading, writing and mathematical skills is extended.	Principal, SILT SOM LTP	Budget Form A Budget Form C	Schedules	Δ			
2	Facilitate the teaching of science in two back-to-back periods in grades 3 and above	Principal, SLT, lead science teacher LTP		Schedules	Δ			
3	Adjust the length of the school day to enable schedule adaptations. (8:30 – 4:30, an additional 1.5 hr)	Principal, SILT, LTP	Budget Form A Budget Form C	Revised school day	Δ			
4	Following each assessment period, highlight students who will attend four weeks of Saturday school to repeat learning activities for identified gaps.	Principal, SILT Teachers and other staff Data Specialist LTP		List of identified students	Δ	Δ	Δ	Δ
5	Following assessment period, revise attendance at breakfast clubs, after school clubs and other learning opportunities for all students who failed to meet benchmark targets.	Principal, SILT Data Specialist LTP	Budget Form A Budget Form C	Revised rosters	Δ	Δ	Δ	Δ
6	Provide intensive workshops for parents in how to support extended learning at home.	Principal, SILT, SOM, LTP	Budget Form A Budget Form C Budget Form D	Training materials	Δ			Δ
7	Ensure that all teachers use clear, visible, accessible and relevant learning goals in all lessons so that students quickly know what they are expected to learn and can focus and be engaged.	Principal, VPs, SILT, Reading and Math Specialists Teachers LTP	Budget Form A Budget Form C	Guidelines for writing learning goals	Δ	Δ	Δ	Δ

<b>SIG Required Activity – 9 Turnaround</b>		Provide appropriate social-emotional and community-oriented services and supports for students.						
<b>SMART Goal:</b>		Teachers will understand and be able to demonstrate that the development of students' social and emotional skills through the use of effective curriculum, support and links with community partners positively influences the achievement of academic targets.						
<b>Indicators of Success:</b>		1. Incidents of poor behavior diminish by 75% 2. Links with parents and the community increase by 75%						
<b>SBR Practice to Address Goal:</b>		The school will implement a SEAL program that develops students' skills as citizens and promotes building of good character. Parents invited to SEAL workshops where expectations are clearly set and supports for home provided. Community links will be enhanced and extended to allow students wider opportunities to develop SEAL characteristics.						
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1	Continue links with the Art of Survival's Picture Me Tomorrow Mentoring Program	Principal, SILT School Counselor	Budget Form C	Implementation plans	Δ	Δ	Δ	Δ
2	Establish the school as a Healthy Eating Environment. Inform and state expectations to parents. Support understanding through curriculum links	Principal, SILT Behavioral Specialist	Budget Form A Budget Form C	Health, brochures, flyers, letters	Δ			
3	Beth Israel Partnership – Supporting students with asthma – workshops and awareness building	Principal, SLT Community Relations Specialist	Budget Form A Budget Form C	Training materials and related literature	Δ			
4	Social work/counseling and guidance support for students	Social worker Behavioral Specialist	Budget Form A	Case notes	Δ			
5	Specific support for boys via 'Best Friends' - male role models	Principal, program coordinator Behavioral Specialist Community Relations Specialist	Budget Form A Budget Form C	Program plans and notes	Δ			
6	Introduce anger management and self-control programs	SILT, external expert Behavioral Specialist	Budget Form A Budget Form C	Program plans and notes	Δ			
7	Introduce peer mediation	SILT, and external partner, Behavioral Specialist, LTP	Budget Form A Budget Form C	Program plans and notes	Δ			
8	Arrange awareness and orientation meetings for parents to ensure that school sets clear expectations and offers appropriate support	Principal SILT LTP	Budget Form C	Agendas, related documents	Δ			
9	Introduce a Civics Program and implement teaching in the Social and Emotional	Principal, SILT, Behavioral Specialist	Budget Form A	Program guides and notes	Δ			

	Aspects of Learning (SEAL)	External expert LTP	Budget Form C			
10	Student orientation prior to new school year with focus on team building.	Principal, Reading and Math Specialists, SILT, teachers Behavioral Specialist School Counselor LTP	Budget Form A Budget Form C	Program plan and notes	Δ	Δ

<b>SIG Required Activity – 10</b>		Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
<b>Turnaround</b>		<b>SIG reporting will be managed and completed in a efficient and timely manner</b>						
<b>SMART Goal:</b>		1. All reports completed with comprehensive school self-evaluation and review data. 2. All reports submitted on time and evaluated as of an acceptable standard.						
<b>Indicators of Success:</b>		<b>The school will report on progress towards success indicators making rigorous use of self-evaluation and review data in all quarters. Draft reports will be compiled by the principal and other leaders, reviewed by the LTP and submitted to LEA for final check.</b>						
<b>SBR Practice to Address Goal:</b>								
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Familiarize all involved staff with format and style of report writing.	Principal, LTP	Budget Form C	Reports	Δ	Δ	Δ	Δ
2	Create timeline for writing and submission in all quarters.	Principal, LTP	Budget Form C	Schedules	Δ			
3	Allocate writing responsibilities.	Principal LTP	Budget Form C		Δ	Δ	Δ	Δ
4	Work collaboratively to check accuracy of content, format and style before submission to LEA.	Principal, SLT, LTP	Budget Form C	Reports	Δ	Δ	Δ	Δ
5	Respond to LEA comments in good time. Revise draft report.	Principal, SLT, LTP, SIG Office	Budget Form C	Reports	Δ	Δ	Δ	Δ
6	Resubmit to LEA.	Principal, LTP, SIG Office	Budget Form C	Reports	Δ	Δ	Δ	Δ

<b>SIG Required Activity – 11 Turnaround</b>		A turnaround model may also implement other strategies.						
<b>SMART Goal:</b>		The LEA has provided the school with sufficient operational flexibility to enable the principal to become a highly effective transformational leader who focuses on instructional and strategic leadership						
<b>Indicators of Success:</b>		1. Appropriate managerial issues have been delegated to key operational staff 2. The school has adopted an extended year with school commencing in August for all staff and students						
<b>SBR Practice to Address Goal:</b>								
<b>Description of Action Steps</b>		<b>Person(s) Responsible</b>	<b>Resources</b> (List all items from budget with page #)	<b>Documentation</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1	Operational flexibility delegated to the school	Superintendent Office of Innovation and Change (SIG Office) Principal		Advisory Board Resolution Principals job description	Δ	Δ	Δ	Δ
2	LEA provides ongoing support	Superintendent Office of Innovation and Change LTP		LEA support meeting minutes NTO notes of visit OP notes of visit	Δ	Δ	Δ	Δ
3	Key Operational posts identified	Superintendent Principal LTP		Job descriptions Job adverts	Δ			
4	School Operations Manager appointed	Office of Innovation and Change Principal HR		Letter of appointment	Δ			
5	Data Specialist appointed	Office of Innovation and Change Principal LEA		Letter of appointment	Δ			
6	School calendar amended to include August opening providing extended learning time for students and addition PD time for staff	Office of Innovation and Change Principal LTP	Budget Form C	School calendar 2011-2012 School schedule PD program	Δ			
7								
8								

Date: April 26, 2011

**THREE-YEAR BUDGET AMOUNTS AND NARRATIVE**

LEA: Newark Public Schools Name of School: George Washington Carver

**BUDGET AMOUNTS**

School	Year 1		Year 2	Year 3	Total
	Pre-Implementation	Year 1			
	\$87,072	\$1,832,928	\$1,897,842	\$1,781,477	\$5,999,319
LEA	\$80,000		\$ 80,000	\$ 82,000	\$ 242,000
<b>Total Budget</b>	<b>\$2,000,000</b>		<b>\$1,977,842</b>	<b>\$1,863,477</b>	<b>\$5,841,319</b>

**Budget Narrative**

**See Attached Three-Year Budget Narrative**

# School Improvement Grant - G. W. Carver School

## Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

		Year 1	Year 2	Year 3	Total SIG Request
<b>1. Personnel</b>					
<b>Full-time Salaries of staff aligned with Required Activities under the Model.</b>					
School Operations Manager - Management responsibilities for building operations and support staff, freeing building principal to focus on instruction. Budget Detail Form A, 200-100		106,790	106,790	109,460	323,040
Reading Specialist - Master's Level Certified Reading Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100		55,373	55,373	56,757	167,503
Mathematics Specialist - Master's Level Certified Mathematics Expert to support teachers on content and pedagogy. Budget Detail Form A, 200-100		55,373	55,373	56,757	167,503
Behavioral Specialist - Master's Level Certified Expert to support teachers with behavioral intervention for non-classified students. Budget Detail Form A, 200-100		61,028	61,028	62,554	184,610
Proportionate share of SIG Administration for accountability and reporting functions Student Achievement Data Specialist @ \$80,000. SIG Administration is under 5% LEA administrative cap. Budget Detail Form A, 200-100		80,000	80,000	82,000	242,000
Community Relations Specialist. Budget Detail Form A, 200-100		50,000	50,000	51,250	151,250
<b>Part-time Salaries. Supplemental salaries of staff aligned with Required Activities under the Model and based on union-negotiated rates.</b>					
Supplemental pay for Extended Learning Time (ELT) - instructional staff: Certified Teachers and Staff @ \$49/hr x 1.5 hrs x 185 days x 37 staff = \$503,108. Budget Detail Form A, 100-100		503,109	503,109	515,687	1,521,905
Supplemental pay for Extended Learning Time (ELT) - instructional support: Substitute Teachers @ 24/hr x 1.5 hrs x 185 days x 4 substitute teachers per day = \$26,640. Budget Detail Form A, 100-100		26,640	26,640	27,306	80,586
Supplemental pay for Extended Learning Time (ELT) - instructional support: Teacher Aides @ 19/hr x 1.5 hrs x 185 days x 2 aides = \$10,545. Budget Detail Form A, 100-100		10,545	10,545	10,809	31,899
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: Principal, Vice Principals, School Operations Manager @ \$96/hr x 1.5 hrs x 185 days x 4 staff = \$106,560. Budget Detail Form A, 200-100		106,560	106,560	109,224	322,344
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Nurse, Guidance Counselor, Social Worker, Reading Specialist, Math Specialist, Technology Coordinator. @ \$49/hr x 1.5 hrs x 185 days x 6 staff = \$81,585. Budget Detail Form A, 200-100		81,585	81,585	83,625	246,795
Supplemental pay for Extended Learning Time (ELT) - non-instructional staff: School Clerks @ \$32/hr x 1.5 hrs x 185 days x 3 staff = \$26,640. Budget Detail Form A, 200-100		26,640	26,640	27,306	80,586
Supplemental pay for Team Building Visioning and Planning. Time allotted for reconstituted school staff to work with new school leadership on implementing the model. Costs: Each year - School Instructional Staff will participate in a one week institute in August 6.5hrs/day x 5 days x \$49/hr x 37 instructional staff = \$58,922. Budget Detail Form A, 200-100 (Pre-implementation)		58,922	58,922	60,395	178,239

# School Improvement Grant - G. W. Carver School

## Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

	Year 1	Year 2	Year 3	Total SIG Request
Supplemental pay for Principal participation in NJDOE Leadership Institute for 2 weeks in the summer. \$96/hr x 7 hrs/day x 10 days = \$6,720. Budget Detail Form A, 200-100 (Pre-implementation)	6,720	6,720	6,888	20,328
<b>Total - Personnel Salary Costs</b>	<b>1,229,285</b>	<b>1,229,285</b>	<b>1,260,017</b>	<b>3,718,587</b>
<b>2. Fringe Benefits</b> Fringe benefits for all full-time staff per union affiliation and supplemental pay as per Budget Detail Form B	213,377	213,377	218,711	645,465
<b>Total - Fringe Benefits</b>	<b>213,377</b>	<b>213,377</b>	<b>218,711</b>	<b>645,465</b>
<b>3. Travel</b> Travel for School Leader to attend NJDOE Leadership Academy in July and August and monthly meetings. Cost: Daily mileage = 20 days x 100 miles (round trip) x \$.31 per mile = \$620. Toll= \$12 per day x 20 days = \$240. Budget Detail Form F, 200-580 (\$430 for Pre-implementation)	860	860	860	2,580
<b>Total - Travel</b>	<b>860</b>	<b>860</b>	<b>860</b>	<b>2,580</b>
<b>4 Supplies. Supplies needed for implementation of Required Activities under the Model.</b> Supplies needed in support of Classroom instructional materials, extended learning time, Behavior Modification program and so on, as aligned with school needs and model implementation, and selected by Principal, LTP, and staff. Budget Detail Form D, 100-600  Supplies needed: School Libraries Licensing fees for database collections. Large & diverse leveled-book collection (5202 books) @ 19,750; Gale Ebook Collections @ \$2,000 ; New & Noteworthy Collection/Displays (650 books ) @ \$9,000; Adaptive Technologies/Assistive Technologies for Universal Use: @\$1,033; Visual Thesauras for site licenses = \$287; Technology Upgrade \$5,143. Budget Detail Form D, 100-600  Supplies for Parental Involvement Activities. Take away materials for Family Literacy and Financial Literacy. Budget Detail Form D, 200-600  Parental Involvement: Refreshments at efficiency limits for breakfast, lunch, dinner and evening activities. Budget Detail Form D, 200-600 (\$1,000 of which will be for pre-implementation)	13,833	20,000	25,000	58,833
	37,213			
	1,000	1,000	1,000	3,000
	5,000	5,000	5,000	15,000
Supplies for increased learning and rigor: Computer Lab Upgrades, Classroom Computer Upgrades	57,046	96,000	70,000	140,000
<b>Total - Supplies</b>	<b>57,046</b>	<b>96,000</b>	<b>101,000</b>	<b>254,046</b>

## School Improvement Grant - G. W. Carver School

### Three Year Budget Narrative

Period: 09/01/2011 - 08/31/2014

	Year 1	Year 2	Year 3	Total SIG Request
<b>5 Contractual. Services selected consistent with procurement process unded 18:A and needed for implementation of Required Activities under the Model.</b>				
Lead Turnaround Partner: Selected by competitive RFP process, the LTP will be responsible for supporting Principal in all components of model implementation including: job embedded professional development to improve classroom instructional practices; using data to inform instructional strategies that support student engagement and differentiated instruction; extended learning for students; curriculum alignment and pacing; infusion of technology to support curriculum; parental involvement; community engagement and support; student attendance and discipline; teacher attendance and instructional effectiveness; quarterly reporting on all school metrics required under SIG; regular formative assessment of student achievement and so on. Estimated Average Costs Year 1 @ \$2000 per day x 200 days= \$400,000; Year 2 @ \$2000 per day x 120 days= \$240,000; Year 3 @ \$2000 per day x 60 days = \$120,000 Budget Detail Form C, 200-300 (up to 10 days in Year 1 for pre-implementation: \$20,000)	400,000	240,000	120,000	760,000
External Provider for Positive Behavior Support/Classroom Management: Selected by competitive RFP process, the External Provider will work with the Principal, Lead Turnaround Partner and Behavioral Specialist to allow for dramatic improvement and traction in classroom management strategies. Year 1 @ \$2000 per day x 40 days= \$80,000; Year 2 @ \$2000 per day x 20 days= \$40,000; Year 3 @ \$2000 per day x 10 days = \$20,000 Budget Detail Form C, 200-300	80,000	40,000	20,000	140,000
Parent Involvement: Honorarium for speakers @ \$500 x 8 per year = \$4,000 Budget Detail form C, 100-300	4,000	4,000	4,000	12,000
<b>Total- Contractual Services</b>	<b>484,000</b>	<b>284,000</b>	<b>144,000</b>	<b>912,000</b>
<b>7 Equipment needed to implement Required Activities under the Model.</b>				
Equipment needed to increase learning time, support rigor, facilitate team teaching and curriculum alignment. Smart Boards with all supports including installation @ \$7,716 each. Year 1 pilot with 2 Smart Boards; Year 2 with 18; Year 3 with 20.	15,432	154,320	138,888	308,640
<b>Total - Equipment</b>	<b>15,432</b>	<b>154,320</b>	<b>138,888</b>	<b>308,640</b>
<b>9. Other Items. Items needed to implement Required Activities under the Model.</b>				
<b>Total - Other Items</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>12. Total Costs</b>	<b>2,000,000</b>	<b>1,977,842</b>	<b>1,863,477</b>	<b>5,841,319</b>

**BUDGET DETAIL FORM A**

Personal Services - Salaries

Function &amp; Object Codes 100-100 and 200-100

Date: 4/26/2011

**NGO TITLE: School Improvement Grant****SCHOOL NAME: George Washington Carver**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	GRANT REQUEST AMOUNT
Activity 8, 11	100-100	Certified teachers and staff (extended learning time)	For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total \$49/hr x 1.5 hrs x 185 days x 37 staff	503,108
Activity 8, 11	100-100	Teacher Aides (extended learning time)	\$19/hr x 1.5 hrs x 185 days x 2 aides	10,545
Activity 8, 11	100-100	Substitute teachers (extended learning time)	\$24/hr x 1.5 hrs x 185 days x 4 teachers	26,640
			<b>Total 100-100</b>	<b>540,293</b>
Activity 7	200-100	visioning & planning (pre-implementation)	\$49/hr x 6.5 hrs x 5 days x 37 staff	58,923
Activity 8, 11	200-100	School Operations Manager	Full time position: \$106,790 x 100%	106,790
Activity 3, 6	200-100	Reading Specialist	Full time position: \$55,373 x 100%	55,373
Activity 3, 6	200-100	Mathematics Specialist	Full time position: \$55,373 x 100%	55,373
Activity 3, 6, 9	200-100	Behavioral Specialist	Full time position: 61,028 x 100%	61,028
Activity 4, 5, 6, 7, 10, 11	200-100	Student Achievement Data Specialist (SIG Administration)	Full time position: 80,000 x 100%	80,000
Activity 5, 8, 9	200-100	Community Relations Specialist	Full time position: 50,000 x 100%	50,000
Activity 8, 9, 11	200-100	Support staff (nurse, rdg, math & behavioral specialists, SW, Guidance Counselor, Tech Coord, Operations Manager)	\$49/hr x 1.5 hrs x 185 days x 6 staff	81,585



**BUDGET DETAIL FORM B**  
 Personal Services - Employee Benefits  
 Function & Object Code 200-200

Date: 4/26/2011

**NGO TITLE: School Improvement Grant**  
**School Name: George Washington Carver**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH flat fee \$8,525	OTHER SPECIFY: Per Empl \$ 3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
		7.65%	7.67%	5.00%	1.39%	0.00%	3.50%				
Certified Teachers	503,108	38,488			6,993	-				9.04%	45,481
Teacher Aides	10,545	807			147	-				9.04%	953
Team building visioning & planning	58,923	4,508			819	-				9.04%	5,327
Substitute teachers	26,640	2,038			370	-				9.04%	2,408
Operations Manager	106,790	8,169	8,191		1,484	-	8,525	3,166		27.66%	29,536
Reading Specialist	55,373	4,236	4,247		770	-	8,525	3,166		37.82%	20,944
Math Specialist	55,373	4,236	4,247		770	-	8,525	3,166		37.82%	20,944
Behavior Specialist	61,028	4,669	4,681		848	-	8,525	3,166		35.87%	21,889
Student Achievement Data Specialist	80,000	6,120	5,369		1,112	-	8,525	3,166		30.37%	24,292
Community Relations Specialist	50,000	3,825	5,369		695	-	8,525	3,166		43.16%	21,580
Support staff	81,585	6,241			1,134	-				9.04%	7,375
Admin Staff	106,560	8,152			1,481	-				9.04%	9,633
Supplemental pay (P)	6,720	514			93	-				9.04%	607
School Clerks	26,640	2,038			370	-				9.04%	2,408



**BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: 4/26/2011

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME: George Washington Carver**

**SUBGRANTEE:**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/OBJECTIVE/ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE		TIME REQUIRED	GRANT REQUEST AMOUNT
			Rate	x Time = Grant Req.		
Activity 1, 2, 4, 5, 6, 7	200-300	Lead Turnaround Partner: -Job Embedded Professional Development to Improve Classroom Instructional Practices. Activities include classroom instructional strategies that support student engagement, differentiated instruction, scheduling, and curriculum alignment. Estimated Average Costs Year 1 @ \$2000 per day x 200 days= \$400,000; Year 2 @ \$2000 per day x 120 days= \$240,000; Year 3 @ \$2000 per day x 60 days = \$120,000 (pre-implementation 10 days)	\$2,000.00		200	\$400,000.00
Activity 4, 9	200-300	Professional Development Provider - Positive Behavior Support/Classroom Management Year 1 @ \$2000 per day x 40 days= \$80,000	\$2,000.00		40	\$80,000.00
		<b>Total 200-300</b>				<b>\$480,000.00</b>
Activity 5, 8	100-300	Parent Involvement: Honorarium for speakers	\$500.00		8	\$4,000.00
		<b>TOTAL</b>				

**BUDGET DETAIL FORM D**

*Supplies and Materials*

*Function & Object Codes 100-600 and 200-600*

Date: 4/26/2011

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME: George Washington Carver**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.

Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)	
					UC x Q =	GR
Activity 4, 7, 9	100-600	Supplies to supplement rigor, Classroom and Instructional materials, SEAL (Behavior Modification)	\$13,833.00	1		\$13,833
Activity 6	100-600	Supplies needed to upgrade School Libraries. Licensing fees for database collections, large & diverse leveled-book collection (5202 books) @ 19,750; Gale Ebook Collections @ \$2,000 ; New & Noteworthy Collection/Displays (650 books ) @ \$9,000; Adaptive Technologies/Assistive Technologies for Universal Use: @\$1,033; Visual Thesaurus for site licenses = \$287; Technology Upgrade \$5,143.	\$37,213.00	1		\$37,213
		Total 100-600				\$51,046.00
Activity 5, 8	200-600	Supplies for Parental Involvement Activities. Take away materials for Family Literacy and Financial Literacy	\$1,000.00	1		\$1,000
Activity 5, 8	200-600	Parental Involvement: Refreshments at efficiency limits for breakfast, lunch, dinner and evening activities(\$1,000 of which will be for pre-implementation)	\$5,000.00	1		\$5,000
		Total 200-600				\$6,000.00

**S-15**  
**BUDGET DETAIL FORM E**

*Equipment*

*Function & Object Codes 400-731 and 400-732*

Date: 4/26/2011

**NGO TITLE: School Improvement Grant**  
**SCHOOL NAME: George Washington Carver**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
Activity 4, 6, 7, 8	400-731	Equipment needed: Smart Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment	\$7,716.00	2	\$15,432
		Smartboard detail			
		77" Interactive Whiteboard	2,310.00		
		SD Format Image	499.00		
		Audio System	247.00		
		Mobile Floorstand	1,399.00		
		On-Site Installation	760.00		
		Installation Materials	570.00		
		Security Devices	159.00		
		Epson PowerLite 83+ Projector	570.00		
		Network PC HP 8000 Elite, with 19" flat screen	645.00		
		Network Printer, HP P2055DN (22 ppm)	372.00		
		Computer installation	100.00		
		Surge Protector	7.00		
		Patch Cables	12.00		
		Shipping/handling (\$198/3 boards = \$66 per board)	66.00		
					\$15,432



**Form S-16  
NJ DEPARTMENT OF EDUCATION  
APPLICATION FOR FUNDS - BUDGET SUMMARY**

LEA Name: Newark Public Schools

School Name: George Washington Carver

NGO Title: School Improvement Grant (Cohort 2 - Year 1)

County/LEA/School Code: 13/3570/435

SIG TOTAL COST SUMMARY (Column 5)	SIG ADMIN COST SUMMARY (Column 4)	GRANT FUNDS REQUESTED			FUNCTION & CODE OBJECT	BUDGET CATEGORY
		SIG FUNDS (Column 3)	FUNDS (Column 2)	FUNDS (Column 1)		
						<b>INSTRUCTION</b>
		540,293			100-100	Personal Services - Salaries
		4,000			100-300	Purchased Prof. & Tech Svcs.
					100-500	Other Purchased Services
		51,046			100-600	Supplies and Materials
					100-800	Other Objects
		<b>595,339</b>				<b>SUBTOTAL - INSTRUCTION</b>
						<b>SUPPORT SERVICES</b>
		688,992			200-100	Personal Services - Salaries
		213,377			200-200	Personal Svcs - Emp. Benefits
		480,000			200-300	Purchased Prof. & Tech Svcs.
					200-320	Subgrant Cost Summary
					200-400	Purchased Property Svcs.
					200-500	Other Purchased Services
		860			200-580	Travel
		6,000			200-600	Supplies and Materials
					200-800	Other Objects
					200-860	Indirect Costs
		<b>1,389,229</b>				<b>SUBTOTAL - SUPPORT SERVICES</b>
						<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>
					400-720	Buildings
		15,432			400-731	Instructional Equipment
					400-732	Noninstructional Equipment
		<b>15,432</b>				<b>SUBTOTAL - FACILITIES</b>
		<b>2,000,000</b>				<b>TOTAL COSTS</b>

Business Administrator/Chief Fiscal Officer

*[Signature]*

Date  
*4/25/11*

APR 27 A  
10A-1

## **Stakeholders' Participation – George Washington Carver School**

## **SIG II Stakeholders' Participation – George Washington Carver School**

George Washington Carver School had meetings on the following dates at their school:

February 23

March 11

March 23

Participants: 112



Newark Public Schools  
The Office of Academic Services

SIG II Process Faculty Meeting  
George Washington Carver School

February 23, 2011  
Sign-In Sheet

Alex W. Krutz Robert Burton

14  
14  
15

57

NAME	PHONE	EMAIL	CONTACT
Dennis Gentry	Alex Gentry	GWC 6th gr	
Elides Morales	Elides Morales	W6 Teacher	
Theresa Wilson	Theresa Wilson	GW-CARVER Resource	978-713-7641 theresawilson2@gmail.com
Robert W. Krutz	Robert W. Krutz	GW-CARVER	978-713-7641
Robert W. Krutz	Robert W. Krutz	GW-CARVER	978-713-7641
Supp P. Osumu	Supp P. Osumu	GW-CARVER	
Sadiqua Harvard	Sadiqua Harvard	GW-CARVER	
Justin Davis	Justin Davis	GW-CARVER	
Sandra Muhammad	Sandra Muhammad	GW-CARVER	
Freda Barron	Freda Barron	GW-CARVER	
Donna Johnson	Donna Johnson	GW-CARVER	
Tracy Alexander	Tracy Alexander	GW-CARVER	
Shada Burnett-Carter	Shada Burnett-Carter	GW-CARVER	

8th grade let.  
973-705-3809 scwdsr@nps.k12.nj.us  
973-705-3809 scwdsr@nps.k12.nj.us  
973-705-3809 scwdsr@nps.k12.nj.us

973-705-3809  
scwdsr@nps.k12.nj.us

Changing Hearts and Minds to Value Education



**Newark Public Schools**  
 The Office of Academic Services  
**SIG II Process Faculty Meeting**  
**George Washington Carver School**

February 23, 2011  
 Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Grade/Level
Louise Lee	<i>[Signature]</i>	Resource	
Lucinda Hutcherson	<i>[Signature]</i>	1st grade	
Kim Cox	<i>[Signature]</i>	Resource teacher	
Amiyah Waddell	<i>[Signature]</i>	Teacher 7th	
Beth S. Gumbel	<i>[Signature]</i>	Teach 7th	
Maddyn Perez	<i>[Signature]</i>	teacher	
Stephanie Correia	<i>[Signature]</i>	teacher	
Marcia Alves	<i>[Signature]</i>	teacher	
Marj-jo Mansbach	<i>[Signature]</i>	teacher	
Marian Stephens	<i>[Signature]</i>	teacher	
Pamela Grier-Hines	<i>[Signature]</i>	teacher	
Juelle Gonzalez	<i>[Signature]</i>	Principal	
Ms. J. Green	<i>[Signature]</i>	Teacher	
TERRIANE S. POLITZ	<i>[Signature]</i>	VP/PLC	

Changing Hearts and Minds to Value Education



**Newark Public Schools**  
 The Office of Academic Services  
  
**SIG II Process Faculty Meeting**  
**George Washington Carver School**

February 23, 2011  
 Sign-In Sheet

Name (Please Print)	Signature	Title/Location	Phone	E-Mail
Allison Bratner	<i>Allison Bratner</i>	Teacher of the Day		ABratner@nps.k12.nj.us
Dajana Martinez	<i>Dajana Martinez</i>	"		clm.martinez@nps.k12.nj.us
Christine Lupo	<i>Christine Lupo</i>	Educational Interpreter	5703941218	
Donna M. Holder	<i>Donna M. Holder</i>	Educational Interpreter	855 913-705 3454	dholder@nps.k12.nj.us
K. Hulsea O'Pray	<i>Kathleen O'Pray</i>	Asst / OWR		kopr@nps.k12.nj.us
Melissa Edwards	<i>Melissa Edwards</i>	Kdg. teacher		mpe@nps.k12.nj.us
Tawanda Ivory	<i>Tawanda Ivory</i>	Teacher (Special Needs)	908-342-5744 ext 1 973-375-5826 Alt	Tawanda.Ivory@A01.COM
Betty Jones	<i>Betty Jones</i>	1st		
Iris Lewis	<i>Iris Lewis</i>	Bruce Grade 5	609 203-9240	ing@nps.k12.nj.us
Cynthia A. Evans	<i>Cynthia A. Evans</i>	Teacher 505	908-472-2000	ce@nps.k12.nj.us
Ekela E.	<i>Ekela E.</i>	Read 180	908-472-8749	ee@nps.k12.nj.us
MANDA BAERWELL	<i>Manda Baerwell</i>	Teacher		School email add
Sheron Jefferson	<i>Sheron Jefferson</i>	4th gr. teacher		
Barbara Hall	<i>Barbara Hall</i>	Changing Hearts and Minds to Value Education Teacher		

201-619-9800  
 908-757-3749  
 barbara.hall@nps.k12.nj.us



Newark Public Schools  
 The Office of Academic Services  
 SIG II Process Faculty Meeting  
 George Washington Carver School

February 23, 2011  
 Dr. Winston Jackson, Principal

Name (Please Print)	Signature	Title/Position	Contact
Najla Solomon	<i>[Signature]</i>	Lit. Coach	973-705-3800 nsolomon@nps.k12.nj.us
Diana Bell	<i>[Signature]</i>	Math Coach	973-705-3800 DBell@NPS.K12.NJ.US
Florence Binsane	<i>[Signature]</i>	Teacher	973-705-3800 fbinsane@nps.k12.nj.us
Judith Kewell	<i>[Signature]</i>	Teacher	973-705-3800 JKewell@NPS.K12.NJ.US
Marie Morris	<i>[Signature]</i>	Lit. Coach	973-705-3485 mmorris@nps.k12.nj.us
Maureen Arneaud	<i>[Signature]</i>	Teacher	973-705-3800 marnaud@nps.k12.nj.us
Tairesha Moore	<i>[Signature]</i>		
Malcolm Terrell	<i>[Signature]</i>	Teacher	973-705-3800 mterrell@nps.k12.nj.us
Marie Landshamer	<i>[Signature]</i>	Teacher	mayzert@aol.com
JENNIFER OWENS	<i>[Signature]</i>	Teacher	JLOgniter@90
Sharon Abdul-Aziz	<i>[Signature]</i>	Test Coord	Sgawil@nps.k12.nj.us
Kamiya Tate	<i>[Signature]</i>	Teacher	973-474-6018 ktate218@yahoo.com
Chynnda Stafford-Watson	<i>[Signature]</i>	Media Specialist	973-418-5008 chynnda991@yahoo.com
Jill Simmons	<i>[Signature]</i>	Changing Hearts and Minds to Value Education A.P.	973-705-3808 jsimmons@nps.k12.nj.us

APPENDIX J

Page 1 of 37

Date: 2/23/11

GEORGE WASHINGTON CARVER SCHOOL

STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regul.

Stakeholder Committee Form

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Application Development
Yasmin Heminger-Morris	District Supervisor	n/a	n/a
Dennis Onaway	Teacher G.W. Carver		
Kathleen O'Leary	Teacher		
Vicki Sumner	V.P.		
Dr. Winston Jackson	Principal		
S. Burnett-Carver	V.P.		
Willie Rude	Committee member	don't approve of any changes	was
Sabrina Howard	Teacher S.C. Clark		
Babya Hall	Teacher		
Pat Council	Parent	n/a	n/a
Walter Oliver	Support		
Maria			

(\* The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.

APPENDIX J

Date: 2/23/11

GEORGE WASHINGTON CARVER SCHOOL

STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Freda Barrow	Teacher/Resident			<i>Freda Barrow</i>
Clarence Ivory	Teacher			<i>Clarence Ivory</i>
Donna Johnson	Teacher/Resident			<i>Donna Johnson</i>
Diana Bell	Math Coach			<i>D. Bell</i>
Tisha Smith	Parent			<i>Tisha Smith</i>
Deborah	Educator			<i>Deborah</i>
Janet Gilman	Educator			<i>Janette Alston</i>
Yulanda Spear	Teacher/Child			<i>Yulanda Spear</i>

(\* ) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.

APPENDIX J

Page \_\_\_ of \_\_\_

Date: 2/23/11

GEORGE WASHINGTON CARVER SCHOOL

STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Rashonda Farel	Parent			<i>Rashonda Farel</i>
Diana Bell	Math Coach			<i>Diana Bell</i>
Dennis Conway	6 <sup>th</sup> grade Science Teacher			<i>Dennis Conway</i>
Valerie Conner	Support			<i>Valerie Conner</i>
Freda Barron	Teacher / Resident			<i>Freda Barron</i>
Donald Johnson	Teacher / Resident			<i>Donald Johnson</i>
Saoliqua Harward	Teacher / SIC Chairperson			<i>Saoliqua Harward</i>
Barbara Hall	Teacher			<i>Barbara Hall</i>

(\* ) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.

APPENDIX J

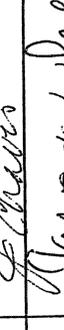
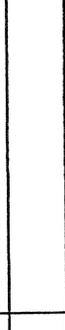
Page \_\_\_ of \_\_\_

Date: 2/23/11

GEORGE WASHINGTON CARVER SCHOOL

STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature
Jill Summers	V.P.			
S Burnett-Carter	VP			
Winston Jackson	Principal			
Kathleen Gray	Teacher			
Yulanda Green	Teacher Aide			
Patrick Council	Parent			
Jacquelin V. Chavis	NPS Staff			
Tawanda Ivery	Teacher			
Malcolm Terrell	Teacher			

(\* ) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.

APPENDIX J

Page \_\_\_ of \_\_\_

Date: 3/11/2011

STAKEHOLDER PARTICIPATION

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Dr. Winston Jackson	Principal		<input checked="" type="checkbox"/>	<i>[Signature]</i>
Chevy Williams	Parent/Community		<input checked="" type="checkbox"/>	<i>[Signature]</i>
Myrtle Adams	Grand parent - PTA		<input checked="" type="checkbox"/>	
Almeria BAILEY	Parent/Guardian		<input checked="" type="checkbox"/>	<i>[Signature]</i>
FELICIA MELVIN	Parent		<input checked="" type="checkbox"/>	<i>[Signature]</i>
Frieda Barrow	Teacher / Resident		<input checked="" type="checkbox"/>	<i>[Signature]</i>
Brenda Toyloy	The Art of Survival Parent/PTA		<input checked="" type="checkbox"/>	<i>[Signature]</i>
MAMIE HOLLS	Grand parent	[REDACTED]	<input checked="" type="checkbox"/>	<i>[Signature]</i>
Teresha Self/H	PTA President		<input checked="" type="checkbox"/>	<i>[Signature]</i>
Muhammad Richardson	Child			<i>[Signature]</i>
Aminachochery	Student			<i>[Signature]</i>
Quiana McCain	Student			<i>[Signature]</i>
PATRICIA KINES	GRANDPARENT/GUARDIAN		<input checked="" type="checkbox"/>	<i>[Signature]</i>

(\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.

Copy form as needed.

Maxine Townes Grandparent  *[Signature]*  
 Brenda Toyloy *[Signature]*

School Leadership Council  
 APPENDIX J  
 Meeting

Date: 3-23-11

**STAKEHOLDER PARTICIPATION**

\* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
S. Burnette Carter	VP	✓	✓	<i>S. Burnette Carter</i>
Michael Temple	SLC	✓	✓	<i>Michael Temple</i>
Jadyn Perreault	SLC		✓	<i>J. Perreault</i>
<del>Shawna H. Brown</del>	SLC		✓	<i>Shawna H. Brown</i>
Barbara Dabney	Rdg Recov. Teacher		✓	<i>Barbara Dabney</i>
<del>Mon. Mc.</del>	SLC		✓	<i>Mon. Mc.</i>
Freda H. Barton	Teacher / Resident		✓	<i>Freda H. Barton</i>
Jill Summers	V.I.P		✓	<i>Jill Summers</i>
Donna Johnson	SLC Teacher		✓	<i>Donna Johnson</i>
Wanda Robinson	SLC Member		✓	<i>Wanda Robinson</i>
A. P. A. Johnson	SLC		✓	<i>A. P. A. Johnson</i>
Jashawnah Palmer	SLC		✓	<i>Jashawnah Palmer</i>

(\*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation. Copy form as needed.

*D. Conway* Union Rep  
*W. Jackson* Principal

*D. Conway*  
 *W. Jackson*